PHD

The development, testing and value of an in-depth case study on records of achievement

McGovern, Patrick J.

Award date:
1987

Awarding institution:
University of Bath

The Development, Testing and Value of an In-Depth Case Study on Records of Achievement

Submitted by

Patrick J. McGovern, B.Ed.(Hons), M.Phil

for the degree of Doctor of Philosophy

School of Education, University of Bath

1987

I certify that the work on which this thesis is based is my own independent work except where I have received help, as stated in the acknowledgements and the text.

Signed: P. McGovern

Date : 14. 9. 87.

CONTENTS

		Page
Acknowledgements		
Abstract		
Chapter One	Records of Achievment - Background	1
Chapter Two	The Nature of Educational Research	19
Chapter Three	Research Design	40
Chapter Four	The Case Study School	44
Chapter Five	Generating the Case Study	56
Chapter Six	The Case Study	68
Chapter Seven	Criticism of the Research Methodology for Case Study	100
Chapter Eight	Testing the ~~Validity~~ utility of the Case Study	110
Chapter Nine	The Interviews	115
Chapter Ten	Discussion of Interviews and the Research Questions	149
Chapter Eleven	A Possible Model for Case Study Reporting ...	165
Chapter Twelve	Conclusion	171
	References	174
Appendices		

Acknowledgements

I would like to express my thanks to the staff of the study school, without whose co-operation, this research could not have been carried out. In particular I would like to thank Dr P Biggs and Wiltshire LEA for their support and the opportunity to complete the study.

Particular thanks must be extended to Dr T J Harvey, School of Education, University of Bath, for his support, constructive criticism and encouragement throughout the research.

I must also acknowledge my debt of gratitude to my family for their patient support throughout the period of this research. In particular I wish to acknowledge my gratitude to my parents without whose support in the early years of my education none of this would have been possible.

ABSTRACT

This research was motivated by an interest in the claims being made for the in-depth study of single events.

Following a survey of the literature on the uses of case study a number of questions were raised:

1. How much information and of what type must be presented in a case study for it to be of use?

2. Will the study of a even a single event tell the 'whole' story?

3. Will the single report of a single event satisfy the needs of different education audiences?

4. Will the case study of a single event provide the 'surrogate' experience which increases understanding and informs judgement?

In response to these questions four operational objectives were established:

1. To undertake a case study of a single event in an educational context;

2. To explore and reflect upon the issues raised through the study;

3. To investigate the utility and limitations of the study to different audiences of people with a professional interest in education;

4. To review the claims made for the case study of single events in the light of experience and research.

In order to translate these objectives into practice the researcher undertook a study of the activities of a working party of teachers in one secondary school over one academic year. The working party had been given a brief from the management team of the school to investigate the practicalities of developing pupil profiling within the school. The researcher became a participant observer during that year and a case study was written.

The case study was then given to members of six different educational audiences in order to test reactions. These audiences were:

1. The working party itself
2. A group of project co-ordinators concerned with developing pupil profiling in their own schools
3. Deputy Headteachers with curriculum development responsibility
4. L.E.A. advisers
5. Academic researchers
6. Teachers in the study school

There have been a number of outcomes from the research:

1. A clearer understanding of the issues involved in undertaking and using a case study;
2. Some guidelines for producing a study of a single event which will satisfy the needs of different audiences;
3. Some guidelines for the management of change suggested from experience of using the case study itself.

List of Figures

		Page
Figure 1	Cartoon	4
Figure 2	Diagnostic Assessment System	6
Figure 3	Traditional Assessment Model	7
Figure 4	The Links Between Assessment and Training	9
Figure 5	Research Plan 1985/1987	43
Figure 6	The Curriculum of the Study School	46
Figure 7	The School's Assessment System	47/48
Figure 8	Pupil Grading System	49
Figure 9	The School's Management Structure	52
Figure 10	A Differentiated Appendices Plan	161
Figure 11	The Case Study Model Used in the Research	165
Figure 12	A Cyclical, Formative Approach to Case Study ...	169

List of Appendices

Appendix 1	Project Principles	180
Appendix 2	Project Guidelines	182
Appendix 3	Documents relating to the development and operation of the school's assessment procedure	194
Appendix 4	Senior teacher's paper to the Pastoral Committee	211
Appendix 5	Profiling: A Better Deal for Pupils - The report of the Working Party	214
Appendix 6	Notes from the meeting on 30 September 1985	289
Appendix 7	A copy of invitation to interview	291
Appendix 8	Documents which accompanied the presentation of the case study to the school staff	293
Appendix 9	Minutes of the Working Party	296
Appendix 10	The Results of the Attitude Scale	352
Appendix 11	Knowledge about the management of change gained from the study	356.

CHAPTER ONE

RECORDS OF ACHIEVEMENT

Background

> "Boys and girls who stay at school until they are sixteen may reasonably look for some record of achievement when they leave."
>
> 'Half Our Future'. A Report of the Central Advisory Council for Education, HMSO, 1963, Ch. 10.

In July 1984 the Government introduced its statement of policy on Records of Achievement (1) with the above quote from the Newsom Report. The policy statement went on to say that the Secretaries of State were concerned that twenty years after the publication of the Newsom report most young people left school after eleven or more years of education with no comprehensive record of their educational achievements. It was pointed out that although about 99% of pupils obtain a graded result at O' level or CSE in at least one subject by the time they leave school, about 25% obtain graded results in four subjects or less and very few possess a record of their knowledge and skills in other subjects or of experiences and achievements which reflect personal and social qualities not tested by examinations. Yet many would regard the development of such qualities as a crucial aspect of education.

The appearance of this statement in 1984 had been preceded by a number of official statements and recommendations about the role and

purpose of assessment delivered over four decades (2). Suffice it to say that there has been concern about the recording of pupil achievement for many years - almost since the turn of the century (3). In an attempt to address this issue the DES circulated a draft statement in November 1983 to test reaction amongst 'interested parties'. The comments made on this draft statement indicated virtually unanimous support for such records and the Government, acting on the advice obtained from the consultation exercise, issued the 1984 policy statement.

The statement of policy set the objective of "establishing throughout England and Wales, by the end of the decade, arrangements under which all young people in secondary schools will have records of achievement and will take with them when they leave school a summary document of record prepared within a framework of national policy which leaves scope for local variations" (4). In order to establish the greatest possible degree of agreement among local education authorities, schools, colleges, parents and employers on a range of issues before implementing a national policy, the Government proposed financial support for between five and ten pilot projects. These pilot projects would explore the implications of translating the purposes, outlined in the policy statement, into practice. It was the clear intention of this statement that the nature of assessment in schools should change and that Records of Achievement should serve four purposes:

1) Recognition of Achievement. Records and recording systems should recognise, acknowledge and give credit for what pupils

have achieved and experienced, not just in terms of results in public examinations but in other ways as well;

2) Motivation and Personal Development. They should contribute to pupils' personal development and progress by improving their motivation, providing encouragement and increasing their awareness of strengths, weaknesses and opportunities;

3) Curriculum and Organisation. The recording process should help schools to identify the all round potential of their pupils and to consider how well their curriculum, teaching and organisation enables people to develop the general, practical and social skills which are to be recorded;

4) A Document of Record. Young people leaving school or college should take with them a short, summary document of record. This should provide a more rounded picture of candidates for jobs or courses than can be provided by a list of examination results.

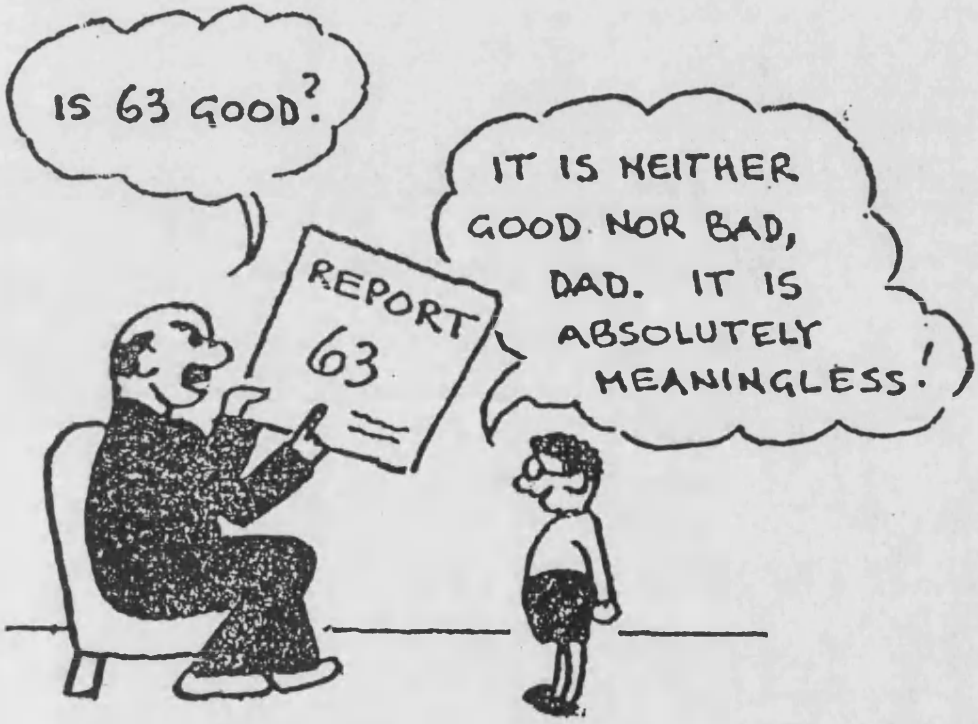
(Paraphrased from DES, 1984, Para 11)

Each of these four purposes has profound implications for a school's assessment practice.

The first purpose above requires a re-orientation in emphasis from recording what pupils do not know or cannot do toward recording what they can do, have achieved or experienced. Winston Churchill once said in words more eloquent than mine that he felt that his teachers tested him to find out what he did not know rather than what he did know (5). Implicit within the Records of Achievement policy

statement is the notion of a positive record which recognises, acknowledges and gives credit for what has been achieved however limited that might be. It requires a move away from the situation aptly summarised in the cartoon below:

Figure 1

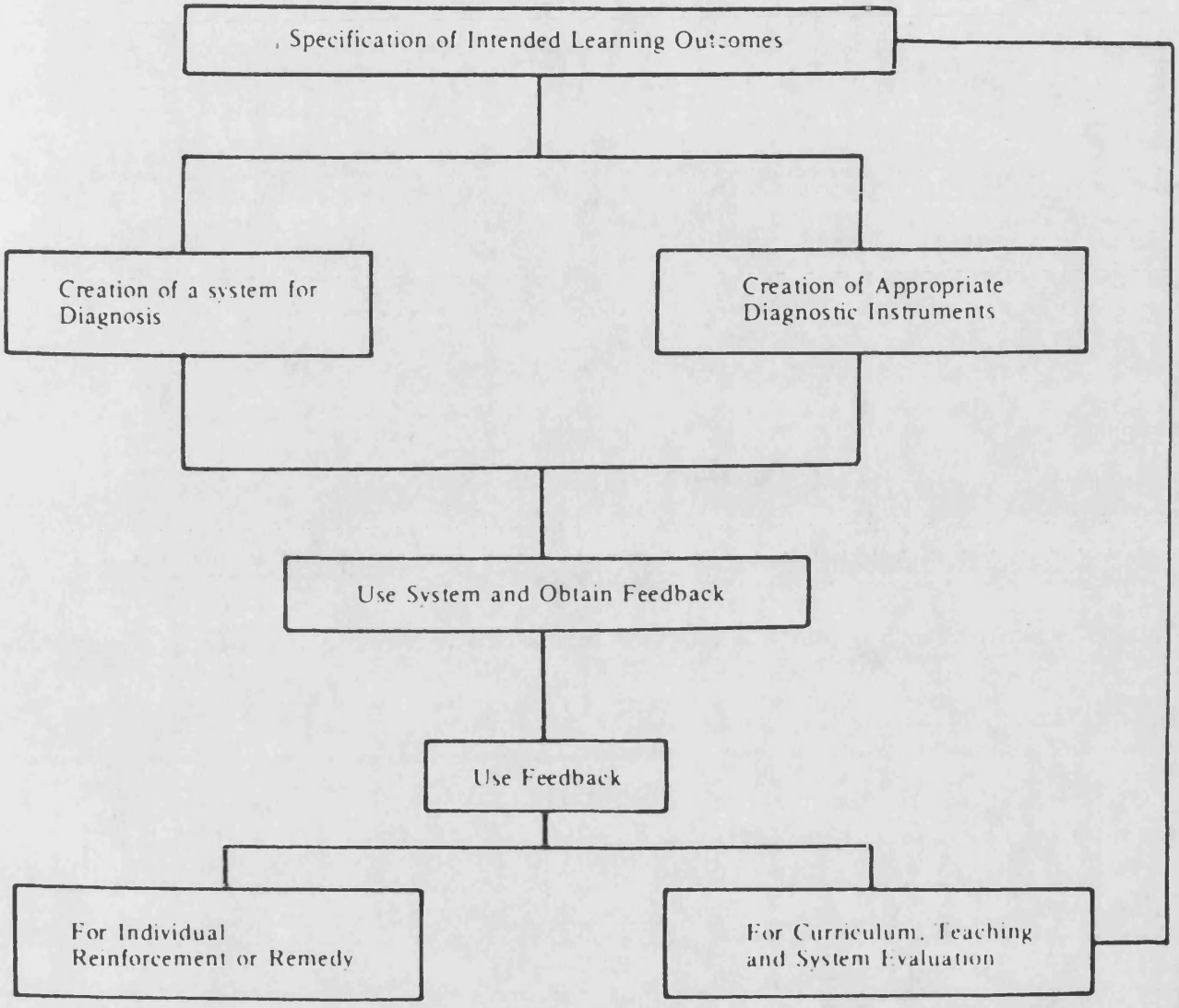


This purpose also requires that credit be given for a much wider range of achievements and experiences than can be adequately catered

for by the traditional examination. It suggests that the non-cognitive or affective areas are also given due recognition so that processes, attitudes and experiences are credited along with knowledge and skills.

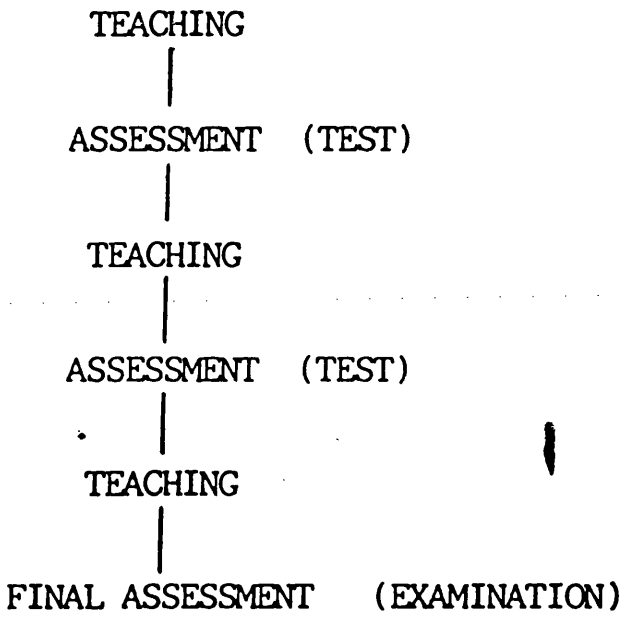
The second purpose requires a shift in the nature of assessment away from the selective towards the diagnostic. If assessment is to contribute to the personal development and motivation of people then its role must be to assist learning by diagnosing weaknesses and indicating remediation. Hemming focusses attention on the role assessment plays in shaping both the nature of a pupil's educational experience and the quality of the pupil/teacher relationship (6). Rowntree also makes the point that the nature and spirit of pupil assessment defines the 'de-facto' curriculum - what is actively valued and rewarded is what matters (7). A diagnostic role for assessment requires that the intended learning outcomes for a course of study are made explicit and assessments so designed as to provide evidence as to whether pupils are achieving those outcomes or not. Black describes the process thus (8):

Figure 2



Therefore, at the point of course planning this purpose requires that assessment and its recording be seen as an integral part of the learning process and not an appendage. In an earlier piece of research the author found that assessment tended to be as shown on the diagram below and bore little, if any, relation to the learning process:

Figure 3



The third purpose attempts to relate the recording of pupil assessment to the process of curriculum review. In particular it requires schools to consider how well their curriculum actually enables pupils to develop the general, social and practical skills which are being recorded. So, for example, if initiative, problem solving, ability to work with others are going to be recorded, do

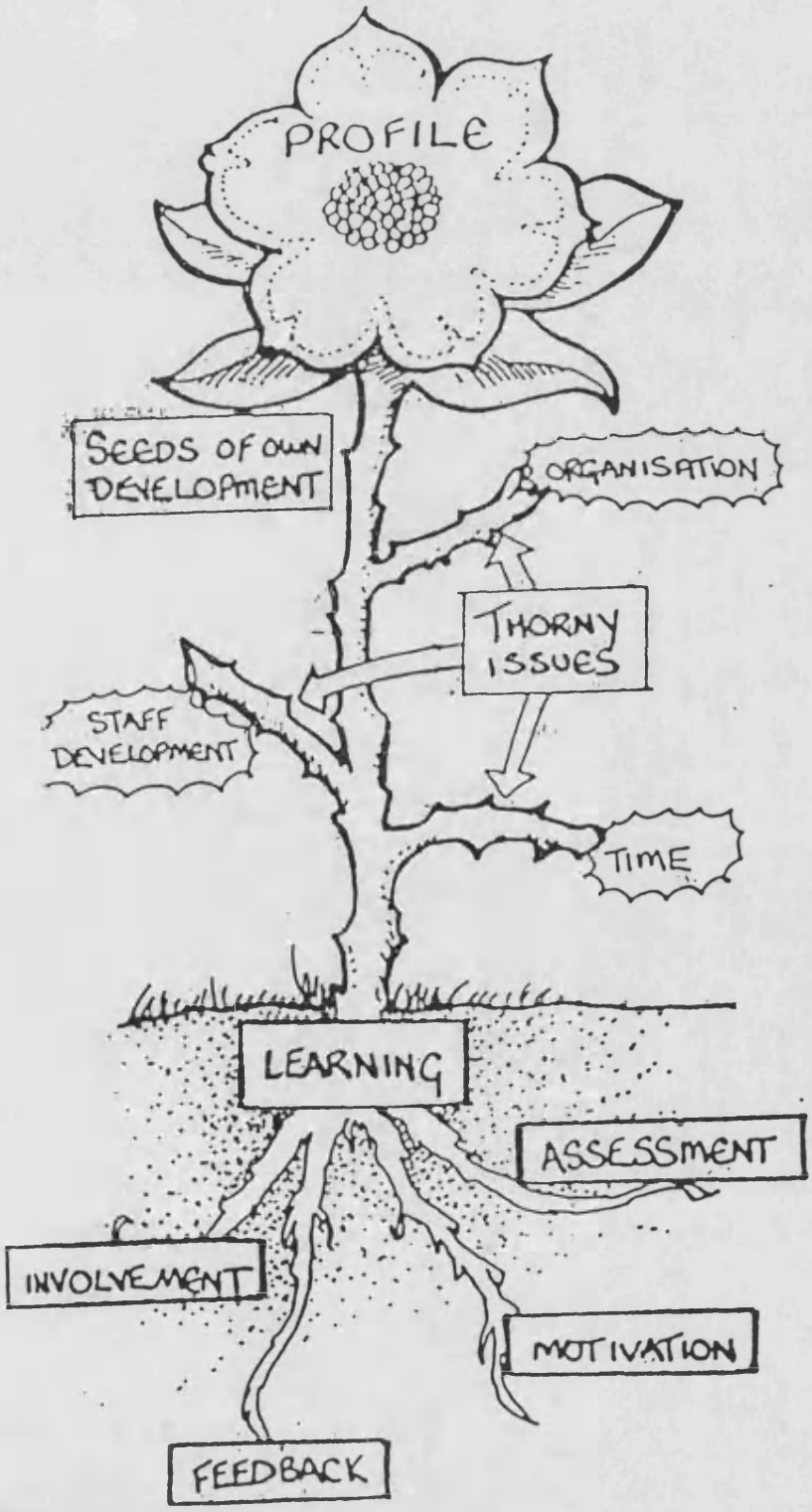
opportunities exist for these to be developed? It seems somewhat unfair to offer comment on initiative if few opportunities exist for pupils either to demonstrate or develop it. This purpose then suggests a clearer link between the expected outcomes of education and the curriculum process.

The fourth purpose suggests that every pupil should take with them a short document of record showing what has been achieved and experienced. Two points about this summary are important. First, it will not be a confidential reference but a record of achievement, concentrating on positive aspects of a young person's school career and personal qualities. Second, it will reflect achievement during the years at secondary school: it will not purport to predict subsequent achievements. In other words, this summary record belongs to an entirely new family of documents - a comprehensive positive statement of what has been achieved and experienced. Inevitably the records of some young people will look rather thin but this is not an argument against having such a system.

In these four purposes can be seen two distinct but related roles for assessment - a formative and a summative role. The formative role might be described as the use of assessment to influence the course of learning - it is concerned with diagnosis, review and negotiation. The summative role is concerned primarily with reporting and referral - it is concerned with passing on information to persons other than the pupil. The DES policy statement makes it clear that the summative document of record should consist of evidence collected from the formative record or pupil profile,

collated throughout a pupil's schooling. The recording should be underpinned by regular systematic dialogue between pupil and teacher. Pearce (9) demonstrated the linkage between the development of such a system of recording and aspects of learning in the following interesting manner:

Figure 4



It becomes quite clear that the policy statement is not simply aimed at new documentation but is concerned with the process of learning and as such has profound implications for schools.

The Records of Achievement policy statement served to focus attention, once again on aspects of assessment which have generated varying degrees of concern in those involved with the educational process. This concern has ranged from statements that the public examination system unduly influences and controls the curriculum in secondary schools as well as their internal organisation, management and discipline (10), to more extreme claims that the purpose of the examination boards is to inhibit questioning in the young (11). As early as 1911, the Board of Education's Consultative Committee, in discussing the effects of examinations upon pupils, pointed out that examinations place a premium on the production of knowledge, passivity of mind and a competitive or even mercenary spirit and by contrast, do not encourage independant judgement, creative thinking, true learning and criticism (12). There have been strong feelings expressed that there are more ways of coming to know a person than through a scrutiny of his or her recorded products. This criticism has focussed on the reliance by teachers and examining bodies on inscriptive techniques; it is felt that many people reveal qualities of creativity, fluency, imagination, reasoning, drive and persistence in situations and through modes of expression other than inscriptive forms (13).

Most of these qualities belong the non-cognitive domain which includes the interests, aspirations and emotional biases of people,

the development of which is often stated to be part of the objectives of education in schools (14). It has long been felt that formal examinations and tests are not able to assess adequately these qualities. Thus in 1946 the Secondary Schools Examination Council wrote:

> "Every pupil on leaving secondary school should be provided with a comprehensive record containing the fullest possible positive information about him and his abilities and potentialities."

It is recognised that almost the whole of current assessment practice has been directed towards cognitive outcomes and that schools are much more capable of measuring these than assessing attitudes or other affective objectives (15). This dilemma is succinctly expressed in a document from HMI where it is stated that although examination results offer some evidence of genuine application to work, they do not say much about other desirable qualities, such as initiative, the capacity to solve problems or the ability to get on with other people (16). The Schools Council took up this theme when stating that given the limitations of the forms of recording achievement, secondary schools ought to develop their capacity to write detailed profiles of their pupils (17).

Another element in the criticism of traditional forms of assessment has its origin amongst post-16 provision. A turning point in the development of provision for young people beyond the statutory school leaving age was the publication of 'A Basis for Choice', 1979 (18). In this, the importance of both teacher and student being able to recognise assets and needs, not only in conventional

academic terms and in measures of practical skills but also in terms of social and personal development were detailed. Studies of employer attitudes towards the attitudes of young people needed in the world of work endorsed the significance of these personal qualities and of a firm grasp of basic skills (19). It was argued that a simple pass/fail arrangement in a written examination was not of much use in this respect. A far more diagnostic tool for guidance, counselling and assessment was needed and it was suggested that an educational profile might fulfil this purpose. Mansell writes that there has been a 'burst of interest' over the past few years in student profiles; by profiles he meant a collection of different assessments for individual pupils. He concludes that whilst initial interest in profiling arose from the inadequacy of information presented by the conventional examination grading system, more recently this has shifted to matters which are closer to the heart of the curriculum (20).

In particular there has been concern over the accreditation of the less academically able child. Mansell writes that as a nation we have in general a literate and adaptable population; yet almost 40% of the young adult population appears unqualified and remains so throughout life. He further maintained that this designation of nil-achievement strongly contrasts with what they can actually do, but does reflect the way in which our school examination system apparently relates more to academics than to real life (21). The fault, according to Mansell, lies in allowing the school curriculum, which in most cases is relevant to life, to be dominated by a spuriously accurate examination grading system (22).

Adams and Burgess (23) describe, what they see as being, the nature of a profile as a comprehensive statement which every 16 year old should have on leaving school, showing experience, competence, interests and purposes which can be shown to employers and parents alike. This statement, they maintain, should be an agreed joint effort between teacher and pupil, based on a folder of evidence. A second characteristic is that the document is open and for public consumption and is not therefore a confidential report. In the formative stage (during learning) the profiles are a common focus of concern between teacher and taught - they provide the basis for tutorial discussion and are diagnostic in intent. It is clear that this approach requires close curriculum appraisal and attention to learning outcomes in terms of assessable indicators.

A Basis for Choice (24) did not invent profiles but rather attempted to relate assessment to the objectives of a curriculum, arguing as it did, that having designed a complex curriculum structure, the resultant assessments if they are to serve and not dominate would need to be diverse and formative as well as summative. Mansell (25) felt that profiling did not allow for a differentiation between teaching and assessment. He maintained that, assuming the curriculum demands it, profiling would remind teachers that probably too much time is spent on processing information and too little time is spent on reflecting with pupils about the learning experience to which they have been exposed. Again Mansell points out that a profile is not merely a device allowing the recording of assessments, hitherto largely ignored, they should be regarded as permissive, if not supportive, of new curricula ideas.

In view of these claims it would seem reasonable to suggest that the development of Records of Achievement as envisaged in the DES document (26) would have profound effects on the work of a school and because, as Goacher pointed out (27), assessment is at the core of a teacher's professional life, it becomes important to examine closely the claims made for profiling and to find out how a school might deal with such a development.

In summary, the cornerstones of the arguments in favour of Records of Achievement are that such a system of assessment would be appropriate for all children, including those for whom the public examination system is inappropriate; that by making assessment an integral part of learning (building on strengths and remedying weaknesses) pupil motivation would be enhanced; that profiles allow the 'affective' aspects of a child's development to be assessed and reported and that such information is what post-16 providers actually desire. All of these assumptions are capable of being challenged both from a theoretical standpoint and from the experience of practising teachers. Indeed, they must be challenged, scrutinised and rigorously analysed if both the practice of education and of assessment are to develop in a rational manner. If the claims made for pupil profiling are to win the trust and confidence of the teaching profession they must be supported by evidence which demonstrates the practicality of the techniques, rather than merely resting their case on the inadequacies of a system which given its acknowledged limitations is seen to work as intended. It is to this end that pilot work has been commissioned.

The Wiltshire Record of Achievement and Profiling Project

The history of Records of Achievement in Wiltshire pre-dates the DES policy document by twenty years. In the 1960s Stansbury and a group of Swindon teachers pioneered the development of the Record of Personal Achievement (RPA) (28). Many of the Authority's secondary schools, particularly in the Swindon area, had been involved in this attempt to broaden the pattern of accreditation. Therefore when a group of teachers were brought together in November 1983 to reply to the Secretary of State's draft policy on Records of Achievement there was a considerable reservoir of experience upon which to draw.

Following publication of the DES policy statement in July 1984 the Authority submitted a bid for an education support grant to fund a pilot project on Records of Achievement within the context of that document. The Authority were unsuccessful with the bid and consequently were not one of the nine funded pilots selected.

At this stage the author was completing an M.Phil degree, on secondment from the Authority (29), and because the focus of his work was Records of Achievement he was asked to organise a proposal for a development project. It was unclear at this stage (January 1985) how the project would be funded. The essential characteristic of the project would be that it would focus on providing training and development support for school based initiatives related to translating the purposes of the DES policy into practice. Having unsuccessfully approached a number of agencies for funding it seemed as if only a small-scale project financed within existing INSET resources would be possible. Then TRIST funding (30) was announced

and the scale of development increased. The project proposal was submitted as part of the Authority's overall TRIST submission and this proved acceptable to the Manpower Services Commission.

Funding was made available for two development rounds of ten schools each, with the understanding that the programme would 'roll on' under future INSET arrangements until every secondary school had been given the opportunity to participate. Each school in the project would be allocated sixty days of supply cover and access to a small resource budget (31). The methodology employed for the delivery of training could be described as a 'cascade' in so far as each school would designate a co-ordinator who, following a training programme, would undertake the development work in their own school. The author's secondment was extended so that he could undertake to direct the project and arrange the training.

The project was guided by a set of principles which had to be agreed by participating schools (Appendix 1). It was made clear from the outset that the aim of the project was to support school-based developments in a collaborative investigation of the implications of the DES policy. Schools were asked to decide for themselves where the main thrust and emphasis of their development work would lie and to pilot possible solutions to problems which they identified. The author organised a programme of training which was based on:

1) Information giving;

2) Awareness raising;

3) Skills training.

The programme consisted of one day seminars in the autumn term and a number of meetings in the spring and summer terms during which time the bulk of the work would be school based. It was also clear that because of the close inter-relationship between assessment, recording and the curriculum each school would have to develop systems which met its own particular needs and therefore there would be no 'Wiltshire Profile' imposed centrally. This decision was reinforced by the findings of the author's earlier research which had indicated the importance of teacher attitudes to profiling as a component of change. Consequently it was felt teachers would have to feel that they owned the development - it was their response. The guidelines for the project are included as Appendix 2.

Having set up the project the author became interested in a real research problem. The project created an awareness of two needs:

1) How might a school undertake to manage the changes envisaged in the DES policy; and

2) How might this knowledge be made public so that others might learn from it;

The awareness was allied to a growing interest in the claims made for case study as a research technique. The original idea for the research was to see what could be learnt from the in-depth study of one school and to test the value of this information to a range of audiences with a professional interest in the management of change in schools. The research would be set within the theoretical framework of the claims made for case study and the purposes of

educational research. There was consequently a fusion of two strands - the practical and academic. As project director there was a practical need for knowledge; as researcher, intending to submit for a Ph.D., an academic need for rigour, a systematic enquiry and the possibility of contributing to a body of knowledge.

Chapter two of this thesis attempts to describe the theoretical framework within which the research was undertaken. It also poses the questions which generated the research and establishes the objectives.

CHAPTER TWO

THE NATURE OF EDUCATIONAL RESEARCH

This research is concerned, in the main, with the value and use of the study of a single case. It owes its origin to an interest in the methodology of education research which was stimulated through the process of undertaking an M.Phil research degree. That study (1), completed in 1985 was essentially a piece of research falling within that category of education research often described as the 'survey' type. It was concerned with the development, validation and use of an attitude scale and therefore also encompassed aspects of test design. During the course of that study the researcher's interest steadily shifted from the content of the research toward the process and methodology of research. Questions concerned with validation, generalisation, reliability of data and claims to knowledge became major considerations as did questions related to the purpose and usefulness of educational research.

In preparation for the M.Phil study the researcher had read widely in the literature of test and questionnaire design, survey design and statistical analysis. Toward the end of the study the researcher became aware of and interested in the literature of those adopting a more 'ethnographic' approach to the study of educational issues. In particular the writings of Parlett and Hamilton (2), Simmons (3), Macdonald (4), Walker (5) and Bassey (6) were found to be of interest. These writers advocate an approach to the study of educational issues which might be described as more 'naturalistic' than the quasi-experimental test/survey type of research. Indeed,

Parlett and Hamilton described their approach as representing a 'paradigmatic shift' in so far as they were concerned to develop an approach to research which had description and interpretation as primary concerns rather than prediction and measurement. They described the shift as being from the agricultural-botany paradigm to the social anthropological paradigm, "From a paradigm for plants toward a paradigm for people".

The study referred to had been concerned with measurement and prediction. Stimulated by the claims being made by the authors above there arose an interest in description and interpretation and hence an interest in the apparent possibilities of the social-anthropological approach; the earliest idea for this thesis arose from a desire to test the claims being made for this approach. It did appear that many of the advocates of the shift in approach were arguing from a sense of the inadequacy of a 'classic' research methodology to provide answers. However a sense of the inadequacy of one approach is not in itself sufficient justification for the adoption of an alternative stance. The alternative approach needs to be tried, tested and reflected upon. As a consequence the shape of a study began to suggest itself.

Central to the early thinking for this study was a paper by Bassey (7) in which he claimed that "the thorough study of single events may be more valuable than the extraction of common factors from a series of single events". He further claimed that the "case study is potentially more useful to teachers than the generalisation" (8). Bassey rests his claim on a consideration of the purposes and

usefulness of education research. In developing his argument he draws upon the ideas and definitions of education research presented by a number of authorities, over the last two decades, both in this country and the USA; he discusses the meaning of generalisation in an educational context and presents claims for the thorough study of single cases. The researcher felt that these claims were worth testing and the opportunity to carry out the research presented itself because of a new appointment, by the LEA, to direct the project, described in the first chapter of this thesis. There was an expectation that this project would make available, to other schools, knowledge and experience which would help them with their development in the future. Therefore in July 1985 the researcher had the 'germ of an idea' for a Ph.D., an opportunity to pursue it and funding to carry it through.

After much reading, reflection and discussion with a supervisor, the research plan took shape. The research would be concerned with the case study of the activities of a working party in one school over a period of one academic year. It would be concerned with a consideration of the issues raised in undertaking the study and in generating the report. It would further seek to assess the usefulness of the report to different audiences with a professional interest in educational development. In the event this rather innocent looking enterprise proved quite complex. This thesis tells of that complexity. The remainder of this chapter seeks to establish the theoretical framework within which the study was pursued. The chapter will present a brief consideration of the purposes of education research, focus on the nature of case study

and present the research questions and objectives which guided the work.

The Nature of Education Research

It is extremely difficult to give a definition of the term 'educational research' which would be acceptable to all those concerned with educatonal decisions and practices. Lovell and Lawson (9) neatly summarise the situation by that that "it is virtually impossible to give a definition of the term ..... which would command universal acceptance, as there are innumerable meanings that can be given to the word 'education'". Houghton (10) reported that he had come across the term being used in twenty or thirty different senses. The literature on education research indicates that writers have described it from quite different standpoints.

There is a strand to the argument about the nature of education research which sees it as sharing the same goals as research in the natural sciences. Travers has defined education research as "an activity directed toward the development of an organised body of scientific knowledge about the events with which educators are concerned" (11). For him, the goal of educational research is to discover laws or generalisations about behaviour that can be utilised to make predictions and control events within the educational context. Ary, Jacobs and Razavich (12) state that "when the scientific method is applied to the study of educational problems, educational research is the result".

Other writers, however, hold the view that there are essential differences between educational research and research in other fields. Langveld (13) suggests that "educational studies are a practical science in the sense that we don't only want to know facts and understand relations for the sake of knowledge. We want to know and understand in order to be able to act 'better' than we did before. It is then this kind of a 'practical science' and it does not function without value judgement". In similar vein Watson (14) asserts that "in education we would do well to stop mimicking the physical sciences. Education research is ultimately concerned with people. It is best shared ..... ". Taylor (15) states that "it is the centrality of practical judgements, which distinguishes educational research from other kinds of research which use similar methods".

Butcher stated that "educational research is to be interpreted as 'empirical' research, based on experiment, on social surveys and on the clinical study of individuals". This definition identifies the field as being empirical but gives the enquiry no intention or purpose. In a reaction to Cronbach's (17) assertion that "education research is a branch of psychology or social science", Peters and White (18) suggested that "educational research is sustained, systematic enquiry designed to provide us with new knowledge which is relevant to initiating people into desirable states of mind involving depth and breadth of understanding". This definition broadens Butchers' definition and gives the exercise the purpose of "initiating people into desirable states of mind".

Nisbet and Entwistle (19) described a seven stage strategy for carrying out educational research in which they state that the key is "to design a situation which will produce relevant evidence to prove or disprove a hypothesis or give answers to specific questions". They went on to state that "it is necessary to work throughout by the light of some general idea or hypothesis". In a later paper (20) they gave a further definition:

> "Education research consists in careful, systematic attempts to understand the educational process and, through understanding, improve its efficiency."

The significance of this definition rests with the inclusion of "improving efficiency" as a purpose.

Simon (21) expressed the view that "the focus of educational research must be 'education', and that its overall function is to assist teachers, administrators and indeed all concerned in the field, to improve the quality of the educational process - and in so doing, enhance the quality of life". The notion of research contributing to an improvement in practice is further reinforced by Eggleston (22) who claims that descriptions of practice made public could inform and improve the practice of others. He develops this expectation by attempting to map the domain of educational research, highlighting aspects of practice which would benefit from systematic description. In support of this contention Stones (23) says that "although teachers are undoubtedly different there is an important core of sameness which does enable us to make generalisations about the nature of teaching". He has an expectation that "the joint

activity of teachers and researchers will lead to a 'theory of teaching' which will entail new regularities in the form of theoretical principles".

In considering the nature of generalisation Stenhouse (24) distinguishes between predictive generalisations which arise from the study of samples and are the form in which data is accumulated in Science, and retrospective generalisations which can eventually arise from the analysis of case studies and are the form in which data is accumulated in History. He writes that "while predictive generalisations claim to supercede the need for judgement, retrospective generalisations seek to strengthen individual judgement where it cannot be superceded". Stenhouse (25) would argue that Science and History have a great deal in common in so far as they are both concerned to define the context in which people act and both help to anticipate the outcomes of action - Science claims high predictability and History low predictability. It is this thinking which leads to the debate in educational research between the controlled experiment and the ethnographic case study. Which is of most value in helping to inform the judgement of practitioners?

Cohen and Manion (26) place particular stress on scientific methods of enquiry and claim that the "ultimate aim of science is theory". They regard the scientist as being concerned to "generalise the findings to the world at large", although they recognise that the human scientist, including the educational researcher, has to "exercise great caution when generalising his findings". Nisbet (27) expressed a somewhat contrary view to that of educational science and problem solving:

".... recent years have seen a move away from the naive idea that problems are solved by educational research; that is the old 'Educational Science' idea and it is a myth. Educational research can strengthen the information base of decision making; its procedures of inquiry and evaluation can inject rigour ..... investigations into teaching and learning sharpen thinking, directs attention to important issues, clarifies problems, encourages debate and the exchange of views and thus deepens understanding ..... Research of this kind aims to increase the problem solving capacity of the educational system, rather than to provide the final answers to questions."

Nisbet then would be looking for research which encouraged the process of reflection in an attempt to support the decision making of those involved in education rather than research which claimed high predictability and superceded the need for judgement.

It would seem reasonable to conclude from a brief review of the literature on educational research that its main function is to provide meaningful and trustworthy information (knowledge) and this research knowledge must lend itself to practical application - it must be useful to those concerned with practice. Therefore it would appear that there are at least two goals. The first being the generation of the information or knowledge through data collection procedures which are reliable and valid so that the product is trustworthy - a claim to truth. The second goal must concern itself with the utility of the findings to informing the practice of those concerned with the process. Thouless (28) would agree with the

'rationale' of educational research. According to him education research should be conducted in response to questions arising from the educational context and that success can only be achieved when the findings are applied to current educational practices .

Bassey (29) succintly summarises the position by saying that whilst there are differences of outlook between different commentators on educational research most would concur that:

> "1) Educational research should result in generalisations which will coalesce into theory;
>
> and
>
> 2) Educational research should contribute in some way to an improvement of educational practice."

It appears to the author that the first of these points raises questions about the nature of generalisation and is central to the Science vs History or Experiment/Survey vs Case study debate in educational research.

What is Generalisation?

Stake (30) writes that "the Scientist and the human scholar alike search for laws that tell of order in their disciplines". It is possible to make a number of distinctions about the nature of generalisation. It is necessary to distinguish between empirical generalisations which are grounded in facts and logic and normative generalisations which are grounded in value judgements. Thus statements like "teachers should be smartly dressed" or "the nation needs more technologists" are normative generalisations based on

value judgement. An empirical generalisation results from the analysis of a collection of observed results. If a result arises from the study of one set of events, then a generalisation is a statement which collates the results from a number of sets of events.

Bassey (31) makes a distinction between empirical generalisations which are open and those which are closed. He describes a closed generalisation as arising from a closed set of events; an open generalisation from an open set of events. An open generalisation is a statement in which there is a confidence that it can be extrapolated beyond the observed results from the set of events studied, to similar events, with the expectation that it will be similarly applicable. A closed generalisation is a statement which refers to a specified set of events without extrapolation to similar events. A closed generalisation is descriptive, an open generalisation is both descriptive and predictive. These forms of generalisation appear to relate closely to the terms 'retrospective' and 'predictive' generalisation already mentioned. Stenhouse (32) used the term 'retrospective generalisation' to refer to "attempts to map the range of experience" and 'predictive generalisation' to refer to "attempts to perceive within the range of experience the operation of laws in the scientific sense".

It is claimed by Bassey (33) that "Researchers tend to value open generalisation more than closed generalisation". He goes on to assert that "the sub-set of researchers who call themselves 'scientists' are, with rare exceptions, only concerned with open

generalisation". Gowin has challenged "the assumption that educational research is to be like research in the natural sciences - to search for generalisations (laws) which are expected to hold in a variety of situations" (open generalisations). He argues that "the most significant fact about educational phenomena is that they are man-made (artificial) not natural". He claims therefore that "they are not likely to yield laws and other modes of invariance such as the natural sciences report in that domain". He argues further that "whatever regularities researchers are to find in educational phenomena will have been determined by human beings in a social context" (34). Beard, Bligh and Harding (35) came to a similar conclusion:

> "The growth of educational research has been accompanied in recent years by a growth in criticism of its methods and consequently of its results. There are so many variables that it is impossible to control all of them; even obviously important variables may sometimes remain uncontrolled. In addition there are unpredictable effects. Human subjects when assigned to experimental and control groups differ from the biologists' wheat grains in being autonomous ..... While it is true that we seem almost as far as ever from developing a theory of instruction, there is at least a fairly substantial body of information to provide ideas for teachers who wish to try new methods and to indicate possible outcomes."

This line of reasoning would receive support from Stenhouse (36) who argued that "while science applied to education can produce results

which assist the understanding of the ground rules of action, it cannot provide the basis for a technology of teaching which offers reliable guidance to teachers". He claimed that predictions based upon statistical levels of confidence are applicable to action only when the same treatment can be replicated throughout the entire population. He states that "this condition does not apply in education - it is the teacher's job to differentiate treatments". Stenhouse felt that it was, in part, a recognition of this problem that "accounts for the spread of interest in naturalistic or ethnographic styles of educational research". He suggests that "the portrayals of cases offers to inform the judgement of actors - the administrators, teachers, pupils or parents - rather after the manner of history, by opening the research accounts to recognition and to comparison and hence to criticism in the light of experience".

Stake (37) makes a claim for a type of generalisation arising from the situation described by Stenhouse above. He writes that "What becomes useful understanding is a full and thorough knowledge of the of the particular, recognising it in new and foreign contexts". This statement follows a discussion on the relative merits of generalisation and particularisation. Stake (38) maintains that, "thorough knowledge of the particular leads to a form of generalisation - not scientific induction but naturalistic generalisation, arrived at by recognising the similarities of objects and issues in and out of context". He claims that "naturalistic generalisations develop within a person as a result of learning through experience. They form from the tacit knowledge of

how things are, how people feel about them and how these things are likely to be later or in other places with which this person is familiar. They seldom take the form of prediction but lead regularly to expectation". Stake concludes:

> "It is the legitimate aim of many scholarly studies to discover or validate laws. But the aim of the practical arts is to get things done. The better generalisations are those more parochial, those more personal. In fields such as education or social work, where few laws have been validated and where inquiry can be directed towards gathering information that has use other than for the cultivation of laws, a persistent attention to laws is pedantic."

Bassey (39) believes that "in education there are many opportunities for making closed generalisations" of the type referred to earlier "but few opportunities for open generalisation". In answer to the question "In what ways are generalisations useful?" he makes two points. First of all, whilst recognising that genuine open generalisations, which give reliable predictions, are obviously of value in the making of decisions his research would suggest they are relatively few in number and once learnt appear obvious. He claims that the main value of the open generalisations available is primarily for the student-teacher. Secondly, closed generalisations according to Bassey, serve an entirely different function, because they do not necessarily predict what will happen they cannot be used as prescriptions for action. A closed generalisation can be used by a teacher trying to relate what happened in other classrooms or

schools to what is happening in her own. The claim is that the closed generalisation in the form of description stimulates thinking about possible lines of action, consequences - it can assist in deciding what to do and is therefore of use. It does not attempt to provide the answers.

It follows from this argument that in formulating a closed generalisation, the more information which is given, that helps in relating the situation of the generalisation to that of the reader, the more useful it is likely to be. In seeking to generalise one is looking for similarities rather than differences and the problem exists that much of what might have been useful is not recorded. Bassey (40) maintains that "the relatability of a case study is more important than its generalisability". Stake (41) has argued that "as readers recognise essential similarities to cases of interest to them, they establish the basis for naturalistic generalisation". Bassey therefore reached two conclusions:

> "1) The thorough study of single events may be more valuable than the extraction of common factors from a series of single events;
>
> and
>
> 2) The criterion for judging the merit (or usefulness) of a case study is the extent to which the details are sufficient and appropriate for a teacher working in a similar situation to relate his decision making to that of the case study."

Before outlining the research plan for the study it is necessary to examine some of the claims made for the case study.

What is Case Study?

A review of the literature reveals that case study is an umbrella term for a family of research methods having in common the decision to focus an enquiry around an instance (42). Smith (43) has summarised some of the aspects of case study which he claims have something to offer the educator:

- Case studies have a quality of 'undeniability; that is someone is actually doing something; it is not hypothetical;

- Case studies are totalities; that is they have a 'holistic' or 'systematic' quality. By their very nature, they constrain or attend to all the elements;

- Case studies contain a cluster of elements which seem summarisable as a particularistic quality. There is a concreteness, vividness and detail;

- Case studies can be individualised. Each person can clarify the similarities and differences in his own setting, his own organisation, his own personality. With even minimal discussion he can ask questions which 'bug him', work through the immediate perceptions of possible difficulty 'at home', test his experience against the elements of the case;

- The case study accentuates process, change over time. This has a particular utility for 'Men of Action', persons who want to do something - administer, supervise, teach. Data are revealed on where and how one begins, implements and

terminates. The critical decisions at each point in time are highlighted along with such elements as alternatives, prediction systems, subjective probabilities, value systems, utilities, costs and benefits.

The claim being made here is that the information (research knowledge) provided through the case study is useful because it is close to the 'real world' of the practioner - they can relate to it.

Walker (44) has defined the case study as "the examination of an instance in action". He would suggest that the study of particular incidents and events, the selective collection of information on biography, personality, intentions and values allows the case study worker to capture and portray those elements of a situation which give it meaning. He goes on to describe some of the contexts in education research which have featured in case study (45), "attempts to study and portray - the impact in a school of a particular innovation, the experience of a curriculum project team, the development of an idea through a number of social organisations, the influence of social and professional networks or a day in the life of a teacher, pupil or administrator". The common thread which links these studies is a commitment to the study and portrayal of the idiosyncratic and the particular as legitimate in themselves.

It is suggested by a number of writers that case study has a generally low status as a research method because from the academic disciplines (as opposed to the practioner-disciplines like clinical medicine, town planning and social work) only anthropology and

ethnography appear to have developed procedures for using case study cumulatively. Indeed, Entwistle (46) dismissed case study in three paragraphs, the opening sentence of which stated "the simplest approach to education research is a case study".

Adelman, Jenkins and Kemmis (47) would argue that the view expressed by Nisbet et al arises from a misunderstanding of the potential of the case study. They offer these points for consideration:

1) Case studies should not be equated with observational studies, participant or otherwise. Such a view would rule out historical case studies - not least because the past is not directly observable;

2) Case studies are not simply pre-experimental. Although case studies have been used to sensitise researchers to significant variables subsequently manipulated or controlled in an experimental design that is not their only role. The understanding generated by the case study are significant in their own right. It is tempting to argue that the accumulation of case studies allows theory building via tentative hypothesis building culled from collections of single instances. But the generalisations produced in case study are no less legitimate when about the <u>instance</u>, rather than about the <u>class</u> from which the instance is drawn (i.e. generalising <u>about</u> the case, rather than <u>from</u> it).

3) Case study is not the name for a standard methodological package. Research methodology is not <u>defining</u> in case studies

> but does determine the form of the particular study. In general, the techniques for collecting information for a case study are held in common with a wider tradition of sociological and anthropological fieldwork. Case study methodology is eclectic, although techniques and procedures in common use include observation (participant and non-participant), interview (conducted with varying degrees of structure), audio-visual recording, field note taking, document collection, and negotiation of products (e.g. discussing the accuracy of an account with those observed).

These authors would claim that the process of generating a case study is far from simple.

The statement that a case study always involves 'an instance in action' raises a number of issues about the selection of the case or instance. In particular there is a problem concerning the relationship of the instance to the class from which it is drawn. It has been suggested that case studies are set up in one of two ways (48):

> 1) An issue or hypothesis is given and a bounded system (the case) is selected as an instance drawn from a class;
>
> 2) A bounded system (the case) is given, within which views are indicated, discovered or studied so that a tolerably full understanding of the case is possible. The most straightforward examples of bounded systems are those in which the boundaries have a commonsense obviousness.

In the first instance the researcher will be predisposed toward making generalisations about the class from which the case was selected. The second type of study will be predisposed toward making generalisations about the case. It has been questioned whether the generalisations produced in a case study are stronger or weaker than those of experimental research (49); stronger or weaker they tend to be different. It could be argued that case study and experimental research are based on different views of social science - case study might be seen in the context of an historical or interpretive tradition; experimental research in the context of a natural science tradition. It has been claimed (50) that "in practice the two most important differences are:

1) In the way claims are made against truth;

2) In the demands made upon the reader."

Experimental research would claim to 'guarantee' the veracity of its generalisations by reference to formal theories and passes them to the reader intact. Case study research offers a surrogate experience and invites the reader to underwrite the account, by appealing to his tacit knowledge of human situations. The truths in a case study report are guaranteed by the 'shock of recognition' (51) or its potential for relatability. The difference is expressed in Stake's (52) 'naturalistic' and 'formalistic' generalisation or Stenhouse's (53) 'retrospective' and 'predictive' generalisation.

Walker (54) suggests that "many educational practioners are, in fact, 'natural' case study workers. Teachers, advisers, heads,

administrators, curriculum developers - all tend to make judgements on the basis of knowledge of the particular instance, rather than by reference to research findings from experimental or survey designs". He feels that "some researchers may disapprove of practioner-lore as a basis for action, but if that is how the system works we would do well to know more about it. Perhaps we might even try to improve such 'research' rather than merely condemn it". Stake argues that "as readers recognise essential similarities to cases of interest to them, they establish the basis for naturalistic generalisation". He claims that the best use for case study appears to be for adding to existing experience. He states that (55) "the characteristics of the case study match the readiness people have for added experience". The historian, Butterfield (56), in describing the discourse of persons struggling to increase their understanding of social matters, states that "the only understanding we ever reach in history is but a refinement, more or less subtle and sensitive, of the difficult and sometimes deceptive process of imagining oneself in another person's place". It would appear, from the claims of those advocating the thorough study of single cases, that perhaps the case study might facilitate this process of understanding.

If the value of a case study lies in its ability to provide the readers with a surrogate experience to which they can relate and thereby learn:

1) How much information and of what type must be presented in the report for it to be of use?

2) Can the study of a single case tell the 'whole' story?

3) Will the single report of a single case satisfy the needs of different audiences?

4) Does the case study actually provide the 'surrogate' experience which increases understanding and informs judgement?

CHAPTER THREE

RESEARCH DESIGN

Having established the purpose of the research in the form of a number of questions requiring answers, the design of the research programme was guided by four objectives. These objectives were:

1) To undertake a case study of how one school set about implementing a change in their assessment practice;

2) To explore and reflect upon the issues raised through the process of conducting the case study;

3) To investigate the utility and limitations of this case study to different audiences of people with a professional interest in school development;

4) To review the claims made for case study in the light of the research findings.

The research programme was designed in two phases each lasting one academic year. The tasks allocated to the first year involved selecting the case study school, negotiating a research contract with the school management, gaining entry, undertaking the research as a participant observer and writing up the report. The second year of the programme involved testing the usefulness and limitations of the case study to six groups of people and writing the thesis. The groups of people selected for the purpose of testing reaction to the case study were:

School Based

1) All the members of the working party in the school;

2) Other teachers in the study school;

3) Deputy Headteachers with a responsibility for curriculum development;

4) Project co-ordinators from other schools.

Non-School Based

1) Local Education Authority advisers;

2) School of Education Lecturers.

The single criterion for selecting these groups was that they each had a professional interest in the way change was handled in school. The purpose of the second phase of the research was to find out how useful the report of the case study might be in terms of increasing an understanding of the processes of bringing about change and informing the decision making base of those involved with change in school. In particular differences of reaction between and within groups would be of interest.

As regards selecting a school in which to carry out the research the decision was affected by a number of factors:

1) A school involved in the LEA Record of Achievement project;

2) A Headteacher who would allow and support the proposed research;

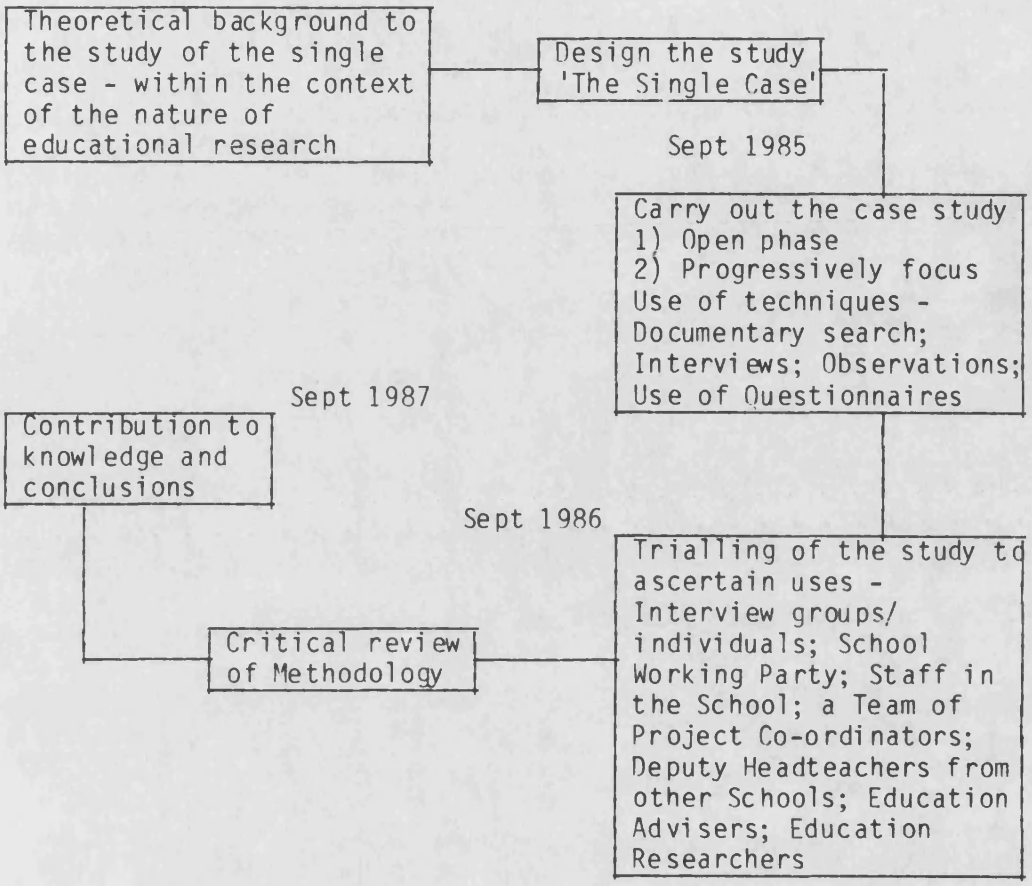
3) A school with the declared intention of bringing about a change in assessment practice through one year's developmental experience;

4) A school with an acknowledged record of successful development and management of change.

Local knowledge and contacts suggested one school in particular as satisfying the above criteria and this school was approached. The process of negotiating a research contract and gaining entry are described in Chapter Five. Chapter Four provides a description of the school as background to the case study. Figure 5 shows the overall plan for the research:

Figure 5

Research Plan 1985/87



CHAPTER FOUR

THE CASE STUDY SCHOOL

Background of the School (1)

The case study school is a co-educational, voluntary controlled Church of England, comprehensive school catering for pupils between the ages of thirteen and eighteen. It was formed in 1972 from the amalgamation of two single sex secondary modern schools sharing the same site. Both of these schools had catered for pupils from the age of eleven to fifteen or sixteen. On re-organisation a system of first, middle and upper schools were created in that part of the city and the study school became the upper school served by three middle schools. The present buildings date from the mid to late 1950s with the addition of some extra buildings and mobile classrooms in the 1970s. A sports centre serving the school and the community was added in the mid 1970s.

The school is situated on a large local authority housing estate on the edge of an urban area. Approximately 40% of the intake are from rural areas and are 'bussed' to the school daily. The catchment area was described as having the full range of socio-economic groupings with the majority of pupils coming from 'working class' backgrounds (2). There is a significant 'creaming off', according to the Deputy Headteacher, to the independent schools in the area, particularly from the villages. It had been estimated that about 10% of the potential intake from 'feeder' schools go on to private secondary education. However, it was felt that this was compensated

for by the 10% on roll from outside the catchment enrolling through 'form B' procedures. At the time of the study there were 1,024 pupils on roll including 125 in the sixth form. In fact the school numbers were rising at a time when the majority of schools in the Authority were experiencing 'falling rolls'. It was felt that the number of enrollment requests from outside the catchment area suggested the school presented a 'good image'. The school had a teaching staff of 62 of whom 16 members had been appointed to the single sex secondary modern schools prior to re-organisation.

The curriculum was described (3) as being 'designed to meet the needs of all pupils by providing a broad, well balanced programme of studies with learning support for pupils with special learning needs'. The school has a 'special unit' attached which draws pupils from a wide area of the Authority and is staffed by specialists.

Each year group is divided into two random mixed ability halves with either five or six tutor groups in each. The school day is divided into seven forty minute periods giving a total of thirty five periods per week. Thus the curriculum for each year group was as shown on Figure 6 below:

Figure 6

Intake Year (13 year olds)

4 x Mathematics	4 x Social Studies	* 2 x Social Education
* 4 x English	* 2 x P.E.	* 1 x Tutor/Assembly
4 x Science	* 2 x R.E.	3 x French
4 x Creative Studies	* 1 x Music	3 x Mini Option

Total = 34

Year 4 and 5

4 x Mathematics	4 x A Science
4 x English (5 in year 5)	4 x A Humanities
* 2 x Social Education (1 in year 5)	4 x A Practical/Aesthetic
* 3 x P.E.	4 x 2 Free Options
* 1 x Tutor/Assembly	

Total = 34

1 period per week is given over to staff development.

* denotes mixed ability teaching groups - all other groups are taught in sets

Each tutor group consisted of boys and girls of the whole ability range. Tutors remain with their groups for the three years of a pupils compulsory time at the school. The teams of tutors are led by a Head of Year assisted by a senior tutor. The Heads of Year and senior tutors do not have tutor groups but exercise an overall responsibility for the 'pastoral' care of pupils in their year group.

Some subjects (see Figure 6) were taught in mixed ability groups whilst others were taught in ability sets. Departments decided and implemented their own arrangements for pupil placement and at the time of the study there was not a formalised, written school assessment policy. The school prospective stated that "it is not

school policy to decide a child's future, for ever, by placing him or her in a labelled 'stream' or the like". The school claimed to leave decisions regarding level of exam entry and subject as late as possible to allow for pupil development. Parents were invited to contact the school if they felt their child was not being fully extended.

The School's Assessment System

The element of this school's life which was of particular interest to the researcher was its assessment practice. Figure 7 presents an overview of the system as it operated at the time the study commenced.

Figure 7

Term			
Sept Oct Nov Dec 1	Monitoring	Short Reports	
Jan Feb Mar Apr 2	Long Reports Compiled	Reports Home	Exams (Whole Yr)
May June July 3	Monitoring		

Sept Oct 4 Nov Dec	Monitoring	Short Reports	
Jan Feb 5 Mar Apr	Monitoring		Exams
May June 6 July	Long Reports	Long Reports	
Sept Oct 7 Nov Dec	Long Reports		
Jan Feb 8 Mar	Monitoring	Short Reports	Exams

Within this structure the subject departments and 'pastoral' staff operated systems to suit their own needs. There now follows a brief outline of the system as it was described to the researcher (4). (Documents relating to the development and operation of the system may be found in Appendix 3.)

Monitoring

The monitoring system aims to draw upon the professional, subjective judgement of teachers across the curriculum at fairly regular intervals in an attempt to provide data for the review of pupil performance, referral of pupils and reporting to parents. One year group is monitored at a time and during the designated week,

teachers are asked to consider each pupil in their teaching group. They enter a number grade using a 3 point scale (1, 2, 3) against each puil's name. The criteria for each number was:

Figure 8

1 = pupil performing to my level of expectation 2 = pupil performing below my level of expectation 3 = pupil performing well below my level of expectation

The monitoring files were kept in the main staffroom in a specially designed 'Kalamazoo' system (see Appendix 3). The files were organised in tutor groups with pupil names in alphabetical order. Subject teachers, having recorded their monitoring grades in their own record books, transfer these to the monitor files. When these are completed they are collected by the group tutor. At this point the tutor is able to get an overview of how the performance of each pupil is perceived across the whole curriculum.

Review

At the same time as the process is being carried out by the teaching staff, the pupils are asked to record their own perceptions of their performance in terms of the degree of effort they feel they are committing, using the same three point scale. Tutor time is then made available for dialogue on the matching or mis-matching of these two sets of data. The aim of the review is to encourage the pupil to reflect on performance.

Referral

The data from the monitoring was used to refer pupils for appropriate guidance. Pupils who received a number of 2s or one 3 would be referred to the Head of Year or Senior Tutor who would arrange a further monitoring and give advice. Pupils might be referred to the appropriate Director of Study or subject teacher for advice and guidance in a specific subject. In the event of very poor overall performance a letter would be sent home inviting parents to come to the school.

Reporting

a) Short Reports (Appendix 3)

A third stage in the process required the form tutor to transfer the grades from the monitor sheets to a short report form for each pupil. The tutor then added a short comment based on information from the review and possible referral. In some cases the Head of Year would also add a comment before the report was sent home. Parents were asked to sign and return a slip to acknowledge receipt. The aim of the process, according to the school, was to provide parents with regular, concise and informative feedback.

b) Long Reports (Appendix 3)

The long report was a much more detailed document consisting of a collection of slips, completed by subject teachers, group tutors and Heads of Year in a booklet. This process occured once a year so that pupils would have three such reports during their compulsory

time at the school. In addition to using monitoring type grades subject teachers were expected to write detailed comments on the pupil's performance in terms of achievements and weaknesses to be remedied. Detailed guidelines for the completion of these reports were provided in a staff handbook (Appendix 3). The long report was expected to fulfil five purposes:

1) To inform parents, in some detail, about a child's academic progress through commenting on strengths and weaknesses;

2) To comment on a child's personal/social development as far as this impinges on achievement within a subject;

3) To reassure (or otherwise) parents that their child's behaviour is conforming to the standard expected by the school;

4) To show that the child is known as an individual whose needs are recognised and catered for;

5) To suggest ways of improving academic performance and/or conduct in a manner comprehensible to both parent and child.

Subject departments were expected to devise their own strategies and employ appropriate assessment techniques to generate the data on which to base their report - examinations, tests, continuous assessment of assignments. Beneath the macro-assessment system there was a complex micro-system generating the data for the long reports. This data was invariably recorded in the teachers own 'mark' books and was not stored centrally either within the department or the school office.

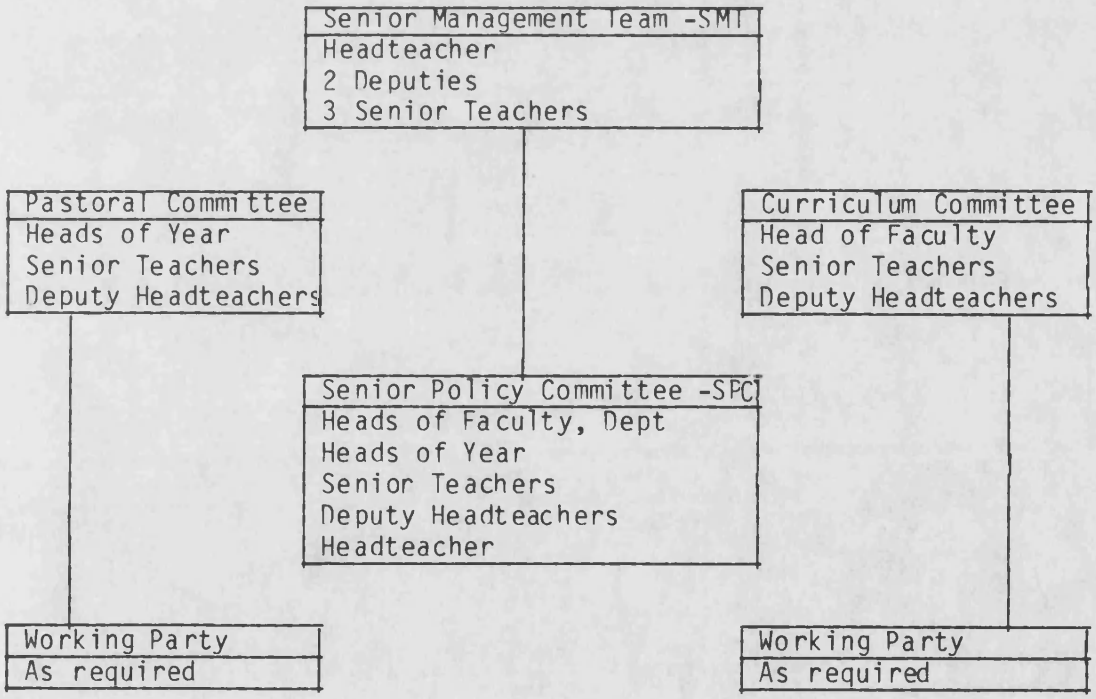
Internal Reporting Forms

There were a number of internal reporting and referral procedures which served to alert staff to difficulties being experienced by pupils. The system, as described to the researcher, had evolved over a number of years and was being reviewed again in the light of the DES Policy on Records of Achievement (5).

Management Structure of the School

The school had a clear cut management structure with well defined areas of responsibility. The structure is shown as Figure 9.

Figure 9



A suggestion to change an aspect of school practice might be presented at a meeting of the Senior Management Team (meeting once a week). The suggestion might originate in the SMT or come from one

of the three committees. If the suggestion had major implications it would be referred to either the Pastoral or Curriculum committees, depending on the nature of the proposal for consideration. The committee might then establish a smaller working party to explore and report back. The working party's report would be considered by its parent committee in the first instance and then put on the agenda of the Senior Policy Committee. This committee, the largest and most representative, acted as a forum for discussion prior to recommendations being made to the Senior Management Team with regard to implementation. This structure had been in operation since 1979.

In July 1984, the senior teacher with responsibility for the pastoral curriculum began to consider the assessment practice of the school in the light of local and national interest in pupil profiling. In September of that year he presented a paper to the Pastoral Committee (Appendix 4) suggesting that the school look toward developing a profiling approach to pupil assessment. The Pastoral Committee gave approval for a working party to consider pupil profiling and report back with proposals. It was at this point that the researcher, in his capacity as an LEA advisory teacher, first came into contact with the school. The results from this working party are documented in the first part of the case study. The main result of this initiative, by the senior teacher and the working party, was a report to the Pastoral Committee called, "Profiling, a Better Deal for Pupils?" (Appendix 5), which represents the starting point of the case study. The researcher's association with the school during the development of this report

was fleeting and only involved contact with the members of the working party. The period of in-depth study did not begin until September 1985.

The report of the working party presented a number of proposals for changes in assessment practice but because of industrial action had not been sanctioned by the Senior Management Team or revealed to the whole staff. During the period between the production of the report (April 1985) and the start of the academic year 1985/86, the LEA had arranged funding for a Record of Achievement and Profiling Project. The study school was invited to join this project and thereby was allocated sixty days of supply cover for development work and a resource budget. The senior teacher responsible for the initiative became the School Profiling Co-ordinator with a one day a week release from teaching duties to oversee the development. Thus the start of the 1985/86 academic year saw the school with:

- A set of profiling proposals generated by a school working party;
- Sixty days of supply cover for development work;
- Access to a central LEA training programme;
- An in-school profiling co-ordinator;
- A small resource budget;
- Membership of a network of schools attempting similar development.

The expectation of the LEA, through its project, was that the school would spend the year 1985/86 developing its proposals for introducing pupil profiling ready for implementation in 1986/87. This, then, was the position when the researcher's period of in-depth study began. The initial 'open phase' of the study centred on finding out what happened over the development year. As the time passed, the study became more focussed on the activities of the working party itself.

CHAPTER FIVE

GENERATING THE CASE STUDY

Once having decided which school to approach for the study the first task involved inviting the Headteacher to a meeting at the University to explore the possibilities of her school being used for the research project. This meeting involved explaining the intended nature of the research, the possible techniques which might be employed, the role of the researcher, the strategies that would be employed to secure the degree of confidentiality the school required, the audiences for the account and the amount of time the researcher would be in the school. The meeting proved fruitful and as a result a research contract was established. This contract consisted of the following points:

1) The researcher would explain, in writing and in person, to the whole staff the purposes and nature of the research before starting work.

2) The researcher would not intrude upon the teaching time of staff.

3) Written accounts would not be shown to any third party before an interviewee had been given the opportunity to read and comment on the account. Ownership of an account rested with the subject and would not be used without permission.

4) General statements about the school would require the consent of the management team before being made public (this did not include the researcher's supervisor).

5) The researcher would not attempt to manipulate, control or influence the direction of the development unless asked for advice by school staff.

6) The researcher would be given office space, a pigeon hole in the main staffroom and access to documentation relevant to the study.

7) The research would be conducted in an open manner with the researcher, as far as possible, being seen as part of the school community.

There were two concerns expressed by the Headteacher. The first concerned the continued industrial action in the school (part of the national action) and whether or not the presence of a 'researcher' might exacerbate the problems. The second concern was that the school was located an in area which was the subject or reorganisation proposals and consequently the staff might misconstrue being 'researched'. It was agreed that the proposal and research contract should be discussed at the next Senior Management Team meeting.

At the Senior Management Team meeting on 11 July 1985 the proposal and research contract were accepted. It was felt that the two areas of concern could be resolved by the researcher talking to the whole staff at the first full staff meeting at the beginning of the autumn term. In preparation for the meeting it was decided that a short paper would be circulated to all staff explaining the nature of the research so that any questions might be addressed at the meeting.

The researcher then met with the Senior Management Team and explained the purpose and nature of the research in more detail and agreed to produce a statement setting out the likely parameters for the research and the techniques that might be employed. It was also agreed to make clear to staff the degree of confidentiality being offered and the uses that would be made of the report. It was agreed that the research plan (Figure 5 in this thesis) would be attached to the introductory paper. These papers were distributed to all staff along with other school papers before the end of term, as preparatory reading for the staff meeting of the new school year.

The staff meeting on 4 September marked the commencement of the study. The researcher was introduced to the staff by the Headteacher and given an opportunity to describe the intended research programme. It may be that the staff were preoccupied with matters more pertinent to the start of a new term but there were no questions asked about the research. Certainly there did not appear to be any reservations or concerns about the research. During the break which followed the researchers input a number of staff came to talk to the researcher about the school's involvement in the LEA project. During the Headteacher's introduction she had mentioned the project and explained that a presentation had been arranged for the whole staff INSET period on 7 October. Staff wanted further clarification and saw the researcher as being the person to provide it.

Part of the input at this first staff meeting, by the researcher, had involved explaining that during the first term he would want to talk with every member of staff about:

- Their feelings about current assessment practice;

- Their feelings about the working party's proposals;

- Their beliefs and feelings about Records of Achievement.

The purpose of this would be to provide feedback for the deliberations of the Working Party. This could not begin until the staff had been given the opportunity to read the first report of the working party. This was scheduled for 7 October and would therefore mark the start of an interview programme. Those staff that came up to talk during the break regarded this as an opportunity to make their feelings known and therefore appeared to welcome the researcher's role in the school. At the end of this introductory session the researcher felt confident that a satisfactory entry to the school community had been achieved. Certainly every member of staff knew that:

- The school was involved in an LEA project;

- A school working party had produced a set of proposals;

- A researcher would be working in the school over the academic year and this would involve interviews, observations and possibly questionnaires;

- A report would be produced which they would receive before it was circulated to a wider audience.

Following the introductory session, the researcher spent four days in the school exploring documents relating to the development and

operation of the current system of pupil assessment. Minutes of meetings, staff handbooks, examples of pro-forma were made available. Informal conversations with the Deputy Headteachers, senior teachers and Heads of Year were held as the opportunity arose. This was very much a period of exploration and discovery in an attempt to reach a better understanding of school practice with regard to the assessment and reporting of pupil progress. It would also be true to say that during this time the researcher was getting a 'feel' for the school; its rythmn and life. The autumn term was certainly going to be busy and the researcher would have to be unobtrusive but not secretive. Records of conversations and notes were made in the first of a series of field note books. These constitute a research diary and became crucial in keeping track of the research.

The first meeting of the reconvened working party took place on 30 September 1985 and the researcher attended as a participant observer. The intentions and concerns of the working party were noted (Appendix 6). It was following this meeting that the decision to focus the case study on the activities of the working party itself was taken because:

1) The working party were proposing a model of working which involved the piloting and modifying of proposals in the light of experience;

2) These activities could actually be followed and documented;

3) The results had potential value for other schools;

4) The working party wanted the researcher to feed back to them staff reaction.

Therefore the activities of the researcher would be integrated with the activities of the working party to the mutual benefit of both. The methodology which evolved, following this meeting, then involved observation at all working party meetings on a participant basis, observation at all other meetings where working party proposals were being discussed, observation of pilot work, an interview programme with all staff and the use of an attitude scale.

Participant Observer

The researcher attended every meeting of the working party and took notes on decisions and concerns. During these meetings so far as was possible, the role exercised by the researcher involved listening and recording. If the working party asked for advice this was given and recorded later. The same role applied at all other meetings attended.

Interview Programme

The purpose of the interview programme was two-fold. First of all it was felt that staff reactions to the working party's proposals constituted an important element in the case study. Secondly, the working party wanted to know how staff felt about their proposals. In this sense the researcher contribued to the working party's activities. Had the researcher not been in school the working party would have had to gauge reaction in some other way.

All interviewing had to take place during the non-teaching periods allocated to staff and was therefore dependent on the goodwill of the teachers. A programme was drawn up and each member of staff sent an invitation a week before the date (Appendix 7). The invitation expressed the hope that the time and place were convenient and offered the possibility of suggesting an alternative. The order of interviews was decided on the basis of seniority and the co-incidence of non-teaching time with the researcher's time in school. Fifty interviews from a staff of sixty-two were carried out. The remaining twelve members of staff were invited to interview but a variety of circumstances prevented the interviews taking place.

On arrival for interview staff were asked for permission to tape record the conversation. The interviews were conducted in a semi-structured, informal manner with the interviewer being interested in three areas:

- Feelings about current assessment practice;
- Feelings about the working party's proposals;
- Beliefs and feelings about Records of Achievement.

It was decided not to use a highly structured interview schedule but rather to ask questions so as to elicit responses in the three areas above. At the end of each interview (scheduled for thirty minutes) the interviewees were thanked for their co-operation and asked if there was anything they wished to add. They were told that they would receive an account of the main points of the interview to

which they could add, comment on or amplify points. They were asked to return the account signed if they felt it to be an accurate record of the interview. This process of sending an account, inviting comment and asking for a signature to indicate agreement was the researcher's attempt at validation of the interview record, i.e., ensuring the account was true and accurate.

The Attitude Scale

The purpose of the Attitude Scale was to measure the predisposition of the staff toward pupil profiling. The scale had been developed, trialled and validated by the researcher for an earlier thesis. This research had indicated that the scale had predictive validity in so far as it gave an indication as to the degree of positive or negative attitude being held toward pupil profiling. The higher the scale score obtained the more favourably disposed toward pupil profiling the respondent was likely to be.

Again the purpose behind using the scale as part of the case study was two-fold. Firstly the working party felt that it might give them an indication about the attitudes of the staff to the proposals and therefore it became a legitimate part of their activities. Secondly, the researcher felt that it was important to the case study to record the attitudinal climate in the school at that time as this might have a bearing on developments.

The attitude questionnaire was distributed to staff with a covering letter and an envelope in which to seal the completed form. Staff were asked to return the questionnaire to the researcher's

pigeon-hole in the main staffroom. Forty-three forms out of sixty-two were returned by the completion date. Attempts were made to collect the other nineteen but these proved unsuccessful. Therefore, the data from the survey was incomplete but sufficiently high enough to allow some conclusions to be drawn. However, the results must be read in the light of nineteen missing responses.

The research methodology therefore involved:

- Documentary research;
- Participant observation at meetings;
- Interviews with staff;
- Sampling attitudes using an attitude scale;
- Following up pilot work.

The case study took one complete academic year during which the researcher spent fifty-nine whole days and eleven part days in school. At the end of the data collecting process there was a considerable amount of information in the form of field-notes, attitude scale data and the results from the activities of the working party (the new processes and pro-forma).

In writing the report it was necessary to establish a framework. It would take a library to contain everything that happened during that year in the school and so therefore there would have to be some selection. As a first stage in the process a number of constraints were clarified:

- The report had to be sufficiently brief if it was going to be read - no longer than thirty pages of typed A4;

- It would not contain information or details about the personalities involved as this was felt to be an invasion of the individual's right to privacy and outside the remit of the research contract;

- It would not contain information which might be misinterpreted and politically contentious.

In other words, in order to address the research questions it was decided to produce a minimal report concentrating on what the working party did without interpretation. The reactions of different audiences to this base line report would indicate whether or not these decisions were reasonable.

The writing of the report required two drafts. The first attempt was too long; it ran to over sixty pages. In order to reduce it Barzun and Graff's principle, "Do they need to know that?" was applied (1). Each element in the first draft was considered on the basis:

- To understand what the working party did does the reader need to have this information?

As a result of applying this criterion details were extracted from the first draft. The remaining elements were then scrutinised for information which might be misinterpreted or was of a contentious nature; these were also removed. Further to this anything which

represented an invasion of an individual's right to privacy, e.g., implied criticism of the school or an individual member of staff was taken out. Lastly, examples of the materials produced by the working party and copies of their reports were removed on the basis that the account was about the operation of a working party and not about its product.

The final draft then contained the minimal information it was felt necessary to give readers, for them to understand how the working party set about its task.

Before making the report public it was distributed to every member of staff in the school. The report contained a letter (Appendix 8) thanking the staff for their co-operation. The letter also asked staff to co-operate on two further tasks. First of all staff were asked to read the study and highlight any inaccuracies or areas of concern.

The researcher wanted to make claims about the validity of the study, i.e., that it was a true and accurate account. If they felt there was anything which gave cause for concern they were asked to overwrite that part of the report and return it. The researcher then intended to contact them to discuss their concern. It was probable that if there was any concern it would be from members of the working party as the report was, in the main, about them. In the event no reports were returned. The second task which staff were asked to undertake was to return a slip from the back of the report to indicate whether or not they were happy that the report was made public in its correct form (Appendix 8). Again, no-one

indicated that they were unhappy. Therefore the researcher felt confident that he had a reliable and accurate basic case study which the staff of the school were willing to allow to be made public. In addition to sending the letter with the case study, the researcher attended the first staff meeting of the academic year 1986/87 to answer any queries in person. There were no areas of concern or reservations to be addressed.

The case study as used for phase two of the research is presented here as Chapter Six.

CHAPTER SIX

THE CASE STUDY

The case study, having been validated and with the permission of the school was distributed for the second phase of the research in the form in which it is presented here.

PROFILING - A BETTER DEAL FOR PUPILS?

A CASE STUDY OF A WORKING PARTY

P MCGOVERN

INTRODUCTION

This study concerns itself with the episodes and events, which occurred in one secondary comprehensive school during the academic year 1985/86, as a result of the attempts made by a working party of teachers to introduce proposals for changes in the assessment practice of their school.

The purpose of this case study is to illuminate and make public what actually happened when a small group of teachers were given a brief to:

a) Investigate their school's assessment practice; and

b) Make recommendations for the development of that practice.

Events Leading up to Period of In-Depth Study

1984

July	Senior teacher has a series of informal conversations with the LEA's advisory teacher for Records of Achievement and Pupil Profiling.
September 4	Senior teacher presents a paper on Pupil Profiling to the Pastoral Committee.
September 20	Pastoral Committee meeting devoted entirely to the question of profiling. The advisory teacher is invited to join the group and present information about profiling.
October 11	Pastoral Committee meeting to review current school assessment practice in the light of criteria taken from the DES policy statement. A working party is formed and the advisory teacher is invited to join.
December 4	First meeting of the working party. The group's brief is clarified and terms of reference established. Their main purpose would be to produce a report for the Pastoral Committee.

1985

January 10	Second meeting of the working party.
January 23	Senior teacher sends memo to Directors of Study, Heads of Department and Senior Management Team informing them about the working party.
February 7	Third meeting of the working party.

February 26	Fourth meeting of the working party.
March 13	Senior teacher, Head of Year and the advisory teacher work together on the design of the new assessment pro-forma and the process of data collection.
April 17	Senior teacher presents the report of the working party "Profiling - A Better Deal for Pupils?" to the Pastoral Committee and Senior Management Team. He was asked to proceed no further for the time being because of industrial action.
April 22	Senior teacher sends letter and copy of the report to senior secondary adviser.
June 25	Senior teacher presents the working party's report to the LEA's Profiling, Assessment and Guidance Group.
July 15	LEA's Records of Achievement and Profiling Project is launched. The case study school is invited to join.

Events During the Period of In-Depth Study

September 13	Senior teacher sends memo to Pastoral Committee reconvening the working party.
September 30	Fifth meeting of the working party. Pilot work commissioned.
October 7	Full staff INSET session. The working party's report (April 1985) presented and staff reaction invited.
Oct/Nov	Interview programme with staff begins.
November 6	Sixth meeting of working party.

1986

January 12	Seventh meeting of working party.
February	Attitudes Toward Pupil Profiling Scale used.
April 23	Eighth meeting of working party - review of pilot work.
May 6	Working party subcommittee meet to work on 'fine tuning' of the system in the light of the pilot work.
May 12	Full staff INSET session to present new proposal.
May 20	Proposal presented to Senior Policy Committee to seek endorsement.
June 3	Senior teacher presents a paper to Directors of Study meeting in an attempt to answer queries raised at the Senior Policy Committee.
June 4	The proposals having been accepted the working party is dissolved and responsibility for the design and delivery of INSET devolved to Heads of Year and tutor teams.
July	INSET for implementation of the system begins.
July 14	Directors of Study meeting given over to dealing with misunderstandings of the proposals and to launching the work on 'academic profiling' for 1986/87 - a new working party.

Section 1

Background: The Development of an Initial Assessment Proposal

(Events prior to September 1985)

Working Party - October 1984-June 1986

Members

HS (Convenor)	A Senior Teacher with responsibility for the pastoral curriculum
JA	Head of Year (Sixth form)
TC	Head of Year
DB	Head of Year
MA	Senior Tutor (Assisstant Head of Year)

Post September 1985 members:

The above without TC but joined by

KH	Senior Tutor (Computer Developments)
SK	Special Learning Needs

During the summer term 1984 HS had a number of informal conversations with the LEA's advisory teacher for Records of Achievement about the growing interest, both locally and nationally, in pupil profiling and records of achievement. HS's post as Director of the Pastoral Curriculum carried with it a brief for the assessment policy and practice of the school.

Following these conversations, the advisory teacher was invited to visit the school and talk with the Deputy Head, TC and HS. This

meeting was arranged in order to review the school's assessment practice in the light of the criteria contained in the DES draft policy statement on Records of Achievement (1983). TC prepared and presented materials for this meeting and it became clear that the school had a basis from which to launch developments in profiling.

As a result of this meeting and because of a commitment to the principles in the DES statement HS presented a paper to the school's Pastoral Committee. This paper served to focus attention on the state of assessment practice in the school and suggested the possible scope for developing profiling. As a consequence of this paper the next meeting of the Committee was given over exclusively to 'profiling'. The advisory teacher was invited to attend and provide information.

Pastoral Committee 20.9.84

It was resolved that:

1) Copies of the DES Policy Statement (July 1984) be obtained;

2) A review of actual profiling examples be undertaken;

3) The advisory teacher be invited to the next meeting.

Pastoral Committee 11.10.84

The meeting concerned itself with:

a) A review of a selection of profiling examples;

b) Issues surrounding the assessment of pupil's personal qualities;

The following plans were made:

1) To undertake a thorough review of present assessment system;

2) To consider what skills to assess (avoiding personality traits that cannot be considered developmental);

3) To consider how information might be collated (being cautious about reliability);

4) To consider timings;

5) To consider summation of information.

It was resolved that the above would be undertaken by a working party which would aim to produce a model for staff discussion. It was anticipated that the working party would report back to the Pastoral Committee late in the spring term 1985. The advisory teacher accepted the invitation to join the working party.

The working party met on four occasions between 11 October 1984 and 17 April 1985. Each meeting was fully minuted and they were essentially concerned with reviewing current practice, formulating the nature of a problem or clarifying a task, imagining a solution, investigating alternative strategies and producing a report for the Pastoral Committee. This task was completed on 26 February 1985 and by 17 April the report, "Profiling - A Better Deal for Pupils?", was ready for presentation.

HS presented the report to the Pastoral Committee and Senior Management Team on April 17. They accepted the recommendations,

thanked the working party for its work but asked HS not to proceed further because of teachers' industrial action. The report had concluded with a plan to translate the proposals into practice but no further development took place, within the school, during that academic year. It was decided to place the proposals 'on hold' rather than prejudice their reception by presenting them at a time when attitudes toward the development might be adversely affected.

However, HS felt that the proposals would benefit from a presentation to a group outside the school. It was suggested that the report be submitted to the LEA's Profile, Assessment and Guidance Group. HS presented the report to this group on 25 June 1985 and it was reviewed in a supportively critical manner. The event provided an opportunity to present the proposal before a group of interested but detached professionals who had not been involved in the development and who had a broad perspective to ofer. Following the meeting a sum of money was made available to the school to support the production of materials for INSET.

By the end of June 1985 the school had a set of proposals which had been endorsed by its Pastoral Committee and Senior Management Team, supported by the LEA's profiling advisory group and some finance toward implementation but development work could not proceed further for the time being. The working party felt frustrated but acknowledged and agreed with the decisions 'to hold'.

Section 2

The LEA's Records of Achievement and Profiling Project

During the period that the working party had been formulating its proposals the LEA had been preparing plans for a project to support profiling and records of achievement developments in secondary schools. This was taking place in response to the DES policy statement of June 1984. By July 1985 this project had received funding and the case study school was invited to join.

By joining the project the school gained sixty supply cover days to assist development work and access to a network of other schools tackling the same issues. As a consequence of this project the activities of the working party received fresh impetus and development work could begin again using supply cover to release staff for meetings during normal school time.

Section 3

The Further Development of an Assessment Proposal

The working party was reconvened after a break of seven months. The group had lost TC because of other commitments and had been joined by KH because of his interest in the use of computers for pastoral record keeping.

Working Party Meeting 30.9.84

HS opened the meeting by up-dating the group with a review of the work carried out during the previous academic year and which had resulted in the report. He went on to report the outcomes of the reports' presentation to the Pastoral Committee and the Senior Management Team and the LEA's Profiling, Assessment and Guidance Group. The working party were informed of the comments received from these groups which centred on:

a) Demands on time;

b) Vocabulary (in pupil's handbook);

c) Mechanism for data collection.

It was agreed that the only way to address these comments was through pilot work with pupils and their teachers. The working party resolved to commission trails of the proposals and reflect on the outcomes. Three pilots were discussed relating specifically to the proposals in the report and a fourth commissioned relating to exploring the use of computers for data storage and retrieval. It

was further agreed that the results of these studies would be reported back to the group in the spring term 1986 for reflection. In this way it was anticipated that the model might be refined and developed.

The meeting then addressed itself to the public launch of the proposals to the rest of the school community. Despite the fact that the report had been in existence for seven months, the contents were known only to the members of the working party, Pastoral Committee and Senior Management Team. The whole staff INSET session on 7 October 1986 (Period 7 of the normal school day) had been allocated for the presentation of the report. The working party considered the best use of this thirty-five minute period. It was felt that the session ought to address three elements:

a) A brief description of the philosophy behind the development and the LEA project;

b) A presentation of the main conclusions in the booklet and future plans;

c) Staff invited to comment.

All staff would receive a copy of the report on the Friday before the Monday meeting and their attention would be drawn, by memo, to the questions on page 10. It was anticipated that the time for feedback would be limited and two strategies were considered.

First of all staff would be invited to submit written responses to HS within a fortnight of the meeting. Secondly a programme of

interviews with all staff would be carried out in the weeks following the launch and in addition to this a reliable and validated attitude scale would be used. It was felt that these two strategies presented the best opportunity available to both involve staff and sample opinion.

Staff INSET Session, Period 7, Main Staffroom 7.10.86

All members of staff received a copy of the report on 4 October and therefore had the weekend to consider the proposals. Attention had been drawn to the questions on page 10 of the booklet and these formed the basis of the presentation.

As anticipated there was insufficient time, following the first two elements of the agenda, for staff response. Staff were invited to submit written replies to HS within two weeks.

The programme of staff interviews therefore assumed greater importance for the development.

Staff Interviews/Attitude Scale

Following the INSET session on 7 October a programme of interviews were arranged. The interviews or focussed conversations took the form of three open-ended components. First of all the interviewee's feelings about the current state of school assessment practice were elicited, secondly their opinions about the general ideas behind profiling and records of achievement were sought and thirdly, they were asked for their reactions to the working party's proposals.

The main findings from this series of interviews might be summarised thus:

a) Staff felt that current assessment practice both during a pupil's time in school and on completion of studies was inadequate - staff did what they were required to do;

b) A number of departments were already seeking to improve their assessment practice within their spheres of responsibility;

c) There were strong feelings about conflicting demands being made on limited time and there was a perceived need for a rationalisation of the expectations being made of teachers (there were indications of a centralist tendency);

d) There was a general awareness of the demands for new assessment techniques and strategies deriving from the advent of GCSE;

e) There was virtually unanimous agreement on the need for a record of achievement for pupils;

f) There were widespread misconceptions about the nature and role of profiling and in particular what was being expected by the working party proposals.

The findings from the interviews were supported by the evidence from staff responses to the attitude scale. The scale was satisfactorily completed by 71% of the staff (43 teachers). From an analysis of the responses the following points emerged:

1. Attitudes Toward the Outcomes of Assessment

62% of staff completing the questionnaire felt that the present form of 16+ assessment (as defined in the glossary of the scale) was inadequate and 88% felt that what was needed at 16 was a comprehensive statement showing a pupil's experiences, competences, interests and purposes.

65% felt that the outcomes of public exams were often unjust and much anecdotal evidence had been contributed on this point during interviews. It was also felt by a very large majority (95%) that the present examination system created anomalies by not recording what pupils actually can do.

Staff were split on whether or not the present exams were a good discriminator between pupils of good academic ability. They were also split on whether or not the present exam system safeguarded academic standards (slightly more felt that the present system did not safeguard standards).

2. Attitudes Towards the Purposes of Assessment

97% of the sample felt that assessment should be a continuous process and 93% felt that assessments ought to be formative in nature. 83% felt that assessments should serve a diagnostic purpose and a large majority (72%) felt that the ranking of pupils according to ability should not be the main purpose of assessment. 80% of those completing the questionnaire felt that the present system of recording progress and attainment was unsatisfactory.

Whilst teachers were split on the role of certification in the assessment process, a large majority (72%) felt that a wider form of assessment would act as a motivator for pupils for whom the external exam system was inappropriate. A large majority (83%) fel that formal assessment should not be concerned only with academic ability.

3. Attitudes Towards the Development, Review and Evaluation of Assessment Practice

95% of the sample felt that the present assessment systems in schools should be reviewed. No teachers disagreed with this statement.

Whilst 55% disagreed that experimenting with different forms of assessment might be a threat to standards, 86% felt that teachers should experiment and 95% felt that teachers should develop new assessment skills.

97% of the teachers felt that a school's curriculum should be regularly reviewed in the light of clearly defined assessment criteria.

4. Attitudes Towards Teacher/Pupil Relationship in Assessment

88% felt that pupils should be involved in the assessment process and 72% agreed that teachers should spend time negotiating assessments with their pupils.

70% of the sample felt that time should be found for discussing assessments with pupils but were split on whether or not too much time was spent recording the results of assessments.

83% felt that all teachers should exercise a 'tutorial' function with those they teach.

5. Attitudes Towards the Assessment of the Skills/Affective Domain

93% of the teachers felt that importance should be given to the assessments of social and personal skills and 88% felt that attempts should be made to measure social development. 93% felt that the acquisition of skills ought to be assessed.

6. Attitudes Towards Profiles

Despite a large majority (97%) feeling that a profile would be a better way of recording the assessments made during a pupil's schooling, a significant number (65%) saw profiling as posing a threat to teaching time.

A slight majority felt that a profile would be of little value unless it had local or national currency but 74% disagreed that the profile would only be of value if it included norm-referenced tests.

7. Related Values

Everyone in the sample (100%) agreed that the education of all children should be of equal value and importance and 70% felt that a school should not be judged 'good' on the basis of external exam passes. The whole sample felt that the measure of a good school should be how well it served the needs of its pupils.

95% of the teachers felt that school processes should be continually reviewed in the light of changing social requirements and a large

majority (67%) disagreed with the statement that there had already been too much change in schools.

The vast majority (88%) of the sample felt that post-16 providers needed to know more about a pupil than just academic attainment plus a confidential reference, but were split on whether or not the development of profiling ought to be deferred until adequate resources were provided.

In drawing conclusions from the above results it would appear that there was a good deal of support for the development of wider patterns of assessment and accreditation but there were also areas of reservation and concern. Whilst those responding to the scale generally seemed to be favourably disposed to such a development there were obviously some members of staff for whom such a change represented a major reorientation of values and beliefs. There were reservations about the relationship between teacher and pupil, particularly in the notion of negotiated assessment. There was concern over the perceived, and perhaps real, threat to teaching time posed by a profiling system. Perhaps staff felt caught in a situation where there were conflicting and opposing demands being made on their time.

The responses were written up and circulated to all members of staff. They were invited to comment on the analysis. Interim reports from the interview programme were fed back to the working party at their meetings on 6 November and 12 January.

The period between 7 October 1985 and 23 April 1986 could be described as one of discovery and exploration. The pilot studies

were under way and were investigating the practicalities of the proposals and their effect on pupils and staff. HS, as school co-ordinator for the LEA project, was involved in exploring the issues being generated by the project in the Authority along with other school co-ordinators and feeding this back to the working party. The interview programme was illuminating and recording staff opinion and reaction. The point at which decisions had to be reached was fixed for 23 April 1986 at which point all the strands would be brought together, reflected upon, and a report sent to the Pastoral Committee for endorsement.

Working Party Meeting 23.4.86

It was realised that this meeting represented a watershed. If a system were to be operational for the start of the academic year 1986/87 then decisions would have to be made at this meeting based on the pilot studies and staff reaction. The meeting was scheduled to last the whole morning using supply cover. There was a very full agenda.

HS opened the meeting by breathing a sigh of relief that at last the group had been able to meet (reference to a series of cancelled meetings). The last meeting had taken place on 12 January.

A short report of developments within the LEA project was given. This was included at this point because these developments had a direct bearing on work in the school. The project's suggestion for a summary document of record had provided an opportunity for the school to experiment. JC (a Year Head) had talked to HS about the

school's leaving certificate. She was concerned about the quality and validity of the current document and this concern coincided with the development of a summary document by the project team. HS showed JC and KH the draft document being offered by the project team and explained the process of compilation. It was decided to discuss this with the year team tutors. At that meeting the tutors were enthusiastic but it was realised that, with the time available, the compilation process would have to be modified for this year. It was agreed to pilot the document with the current school leavers and derive the information from PPR folders. HS then reported the following reactions to this experiment:

1) Pupils were enthusiastic to complete the 'statement';

2) Pupils were made aware of their experience and achievements;

3) A leaving document which was felt to be more comprehensive and valid had been completed for most pupils;

4) Staff were more informed as a result about the time implications of negotiating and preparing a 'statement' and as a result discussions could be more focussed;

5) In future the process could be spread out over a longer period of time and would be based on the proposals from the working party and evidence drawn from PPR folders.

This somewhat impromptu trialling as a result of a real need and an opportunity to 'try something out' provided the working party with valuable insights on which to base decisions about the design of the system.

JA then presented the outcomes of the pilot work carried out in the sixth form. The following results were discussed:

1) Seven students from the CGLI course had taken part in the pilot;

2) A negotiated statement, endorsed by the students and put into their profiles was obtained, the emphasis had been on what the students had wanted to say. The process had provided a valuable exercise which had encouraged reflection;

3) There were problems with those students who had joined the school for a one year course (tutors felt they did not really get to know these students in so short a time span);

4) Students felt strongly that statements about their personal qualities should be drawn from a wider context than the school and should draw heavily on their own perceptions;

5) The pilot had pointed to the need to explore the issues raised by profiling - in particular it had highlighted the importance of validity in recording personal qualities and this had led to the realisation that the process should be closely tied to the tutorial programme which in the sixth form had aimed at providing students with an opportunity to re-assess themselves and develop personal qualities/social skills.

The general feeling presented was that the pilot work had been valuable and informative. Staff and students welcomed the opportunity to produce a statement on personal qualities which was

comprehensive, drawn from a wider context than just the school and valid to the extent that it was open and negotiated.

SK tabled her notes on her pilot work in the use of VCR to document the negotiation process with less able pupils. The working party then watched the video and the following reactions were noted:

1) Pupils were seen in a new light as they discussed their interests and goals with the tutor;

2) Powerful insights were gained about the role of the tutor in the negotiation/reflection process.

SK felt that:

a) The experience had been worthwhile for the pupils;

b) It had acted as a motivator for the pupils;

c) It had resulted in positive action on the part of the pupils;

d) It had been worthwhile for her as regards her negotiation/reflection practice, i.e., the use of language (both verbal and non-verbal);

e) The process had assisted the formulation of individual goals;

f) It had indicated the need for there to be a positive rapport, based on trust, between tutor and pupil.

The working party felt that the video and notes provided a valuable INSET resource on the negotiation process. It was decided to seek permission from SK and the pupils for the video to be used as part of a tutor training package.

MA reported that the fourth year pupils had continued with their PPR work since the beginning of the academic year. The pilot work with transferring selected information to half-termly summary sheets had gone ahead as planned. The following problems were presented:

1) Tutors experienced a problem with the verification of entries. They had no way of knowing whether an entry by the pupil recording an out of school experience or activity was true or not;

2) It was felt that if the summary sheets were to have credibility with users the entries would have to be verified in some way;

3) Two solutions had been attempted but neither appeared satisfactory;

The following solution was proposed:

i) Pupils would be provided with a plastic wallet to be used as a card carrier. If they wished for an entry from their PPR cards to be included on the summary sheet then they could take the card to an appropriate adult for signature. In this way all entries on the summary sheet would be verified;

ii) It was agreed that this should be piloted.

DB/MA then reported on the work that had been carried out on the personal qualities proposals from the booklet. Tutors had attempted to work through the process as envisaged in the working party's proposals. Two major problems had emerged:

1) The process was far too time consuming and cumbersome to administer;

2) The process did not draw upon the perceptions of enough staff (only the tutor was involved).

It was agreed that a radical re-think would be needed in the light of this experience.

KH presented his report on the investigations he had carried out into the use of a computer system for data storage, sorting and retrieval. It was clear that:

1) There were clear benefits for both staff and pupils if such a system could be made operational;

2) Implementation would have widespread implications for the school and would mean a radical change in the way information was gathered, stored and sorted;

3) There would have to be a major investment in hardware.

It was agreed that KH's report be presented to senior management.

The results from the interview programme and the attitude scale (recorded earlier in this study) were presented. The working party acknowledged:

1) That staff were not happy with the current state of assessment practice;

2) That staff felt pupils should be provided with a more comprehensive statement showing what pupils had experienced, achieved and 'could do';

3) That staff did have many misconceptions about the nature of pupil profiling;

4) That there were reservations and concerns about the amount of time required (conflicting demands);

5) There would be a need for a comprehensive INSET programme.

The agenda had indeed proved very full and time ran out. At the end of the meeting there remained two items to be resolved:

1) All of the experiences from the pilot work needed to be written up in the form of a report for the Pastoral Committee;

2) The assessment of personal qualities system, proposed in the original report, needed a radical review.

It was agreed that:

1) HS would undertake to write the report for the Pastoral Committee;

2) A sub-group of the working party would meet to consider and made recommendations on the personal qualities procedure in the light of the pilot experiences. This meeting was arranged for 6 May 1986.

Profiling Working Party - Sub-Group Meeting 6.5.86

The purpose of this meeting was to produce a model which addressed the problems raised by the pilot work and presented to the working

party on 23.4.86. MA/DB reminded the group of the problems and a solution was sought.

After a lengthy discussion the following process emerged:

1) In September of each year the recording process would be introduced during tutor time;

2) Pupils would then start to draft statements based on a pupil's handbook and the tutorial programme;

3) Tutors would assist pupils with this process and help them to reflect on experiences;

4) A first draft of this statement should be completed by December/January. Tutors and pupils sign the statement;

5) The statement would then be taken to two other members of staff for endorsement;

6) These two members of staff would read, comment on, add to, and discuss the statement with the pupil. When the statement is agreed the members of staff endorse it;

7) The monitoring grades would be added to the back of this statement. These grades would also be discussed with the pupil and advice recorded;

8) The whole sheet could then be sent home as a report.

It was realised that a new grading criteria would be needed and the following was proposed:

(Effort Only)

1 = Pupil is performing to my level of expectation;

2 = Pupil is performing below my level of expectation;

3 = Pupil is performing well below my level of expectation;

* = To be used to indicate a pupil performing above level of expectation.

It was stated that this system would be based on the professional, subjective judgement of teachers.

The group concluded that the above solution would answer many of the questions raised through the pilot work. It was agreed that KH would write up the proposal, discuss it with HS and arrange for it to be included in the report to the Pastoral Committee.

Section 4

Reporting the Proposal

Following the working party meeting on 23 April, HS drafted a report for the Senior Management Team. This report provided the Management Team with a summary of the working party's activities. The report concluded that the Management Team should act and endorse the proposal on the grounds that:

1) The proposals represented a genuine attempt to improve the quality and nature of assessment practice;

2) If a system were to be operational for academic year 1986/87 then a decision about implementation was needed now. A decision to wait would mean waiting for another year and would probably lead to a lost of momentum;

3) The necessary INSET could be provided in school time.

After discussion the Management Team welcomed the proposal and gave HS their support for implementation.

HS then arranged for the period 7 INSET session on 12 May to be given over to receiving a report of the proposed system. Each member of staff received a copy of a handout explaining the revised process. This session was purely for information as the proposal still had to be discussed at the Pastoral Committee and Senior Policy Committee.

The proposal went to the Pastoral Committee on the day following this brief presentation to the whole staff. The Committee welcomed

the proposals and felt them to represent a development in the assessment practice of the school which they could support unanimously at the Senior Policy Committee.

Senior Policy Committee 20.5.86

All members of the Committee had been circulated with copies of the proposal beforehand. JA presented the report in the absence of HS (who would normally have presented the proposal as Chairman of the working party but he was unavoidably absent). JA's presentation began by locating the proposed school initiative within the national context. He stressed that the proposal grew out of what was already happening by way of assessment in the school, i.e., it should be seen as a development from current practice. JA went on to say that the proposal ought to be seen as part of a developmental process and represented a "stage along a road". There was something in the proposal for each year group. He then took the Committee through the proposal step by step and amplified points. The meeting was then opened for questions. A number of points were raised:

1) The specific meanings of some phrases were requested;

2) To what extent were the proposals an adequate solution to the problem? Did they fulfil the task given to the working party?

3) Were the proposals really consonant with the purposes of the DES document?

4) Did parents and others really want the information on personal qualities?

5) Was the individual negotiation of statements on personal qualities a viable proposition?

It was decided to refer the proposal back to the working party for 'fine tuning'.

Meeting of the Directors of Study 3.6.86

All of the comments and points raised at the Senior Policy Committee had been raised by the Heads of Faculties/Departments and therefore it was decided by HS that these should be addressed at the next meeting of their group - the Directors of Studies Meeting. Consequently, after discussion with members of the working party, HS presented a short paper clarifying the points raised at S.P.C.

Following this meeting it was felt that all the 'problems' had been addressed and the proposals could now move toward implementation. There had been no fundamental issues of principle or practice raised and as a consequence the working party was 'stood down' (having completed its task). The planning and delivery of the INSET required for the implementation of the system was devolved to the Heads of Year and Senior Tutors. A programme of school-based workshops during normal school hours was arranged and carried through.

Towards the end of the month following the Directors of Study Meeting and as a consequence of the school-based INSET activities it became clear that some Heads of Faculty/Department still had reservations and concerns about the system. HS decided that a further Directors of Study Meeting was needed to address these issues.

Directors of Study Meeting 14.7.86

A detailed paper was circulated to members before the meeting. The main issues being raised were concerned with the methodology adopted by the working party in communicating with the rest of the school. HS concluded his paper with the following points:

1) There had been no intention by the working party to 'slide' proposals through unnoticed - "this would have been fruitless";

2) Demands on teacher time ought to be reduced because they replaced elements of current practice;

3) The coming academic year would see the faculties/departments involved in developing a "comprehensive assessment policy" (reference to the missing academic element in the proposals).

It was agreed that the Directors of Study would form a working party (using remaining project supply cover) to consider academic profiling and its contribution to a Record of Achievement. This working party would prepare and submit recommendations to the Senior Policy Committee during academic year 1986/87. The process begins again.

CHAPTER SEVEN

CRITICISM OF THE RESEARCH METHODOLOGY FOR CASE STUDY

Before proceeding to the second phase of this research it is felt appropriate to reflect on the methodology employed in obtaining the case study and the consequent limitations in the report. This chapter will consider these limitations in two parts: the process of obtaining the data and the production of the report. These are presented at this stage in the thesis because the study as it stands was used for the second phase of the research given the acknowledged limitations.

Obtaining the Data

a) Entry to the school - introduction

b) Documentary evidence

c) Participant observation

d) Interviewing

e) Attitude surveying

a) Entry and Introduction

In retrospect it is still felt that a good entry to the school was effected. The initial approach to the Headteacher and the awareness of potential areas of concern which resulted in the contract did much to instil confidence in the Headteacher and senior management that the research would be carried out in a professional manner with

due regard for the interests of the school and its staff. It is felt that the relative ease with which the research began was in large part due to the nature of the preparation. The research contract which was agreed prior to the study provided a set of ethical guidelines which in addition to providing safeguards for the school imposed limitations on the nature of information which could be made public. These limitations certainly influenced both the areas of research and the final report. However, without the contract, permission for the research to take place would not have been given. It would also have been unwise to wait until the data had been collected before negotiating a publication contract simply because much time might have been wasted in collecting information which could never be used. The contract established the basis for trust and guided the progress of the study. The resulting report, however, needs to be read in the light of the contract.

Despite the paper distributed to staff and the introductory session it became clear to the researcher that some of the staff were not aware of the nature and purpose of the research. Some saw the researcher as a sort of 'confessor' figure whilst others regarded him as an 'agony aunt', someone with whom to unload problems. On reflection it is possible that the paper circulated was not specific enough and the introduction was scheduled at the wrong time. The first staff meeting of term is full of business matters which require urgent attention and, as it follows a long summer break, requires a certain amount of re-orientation. It may have been better to leave the introduction until school had started or have arranged a presentation at the end of the preceding term. The

lesson learnt from the introductory approaches is that due regard must be given to the emotional climate of the school and the feelings of the staff. A relationship based on trust and nurtured through openess must be established if research is to proceed smoothly with due regard to the interests of both the researcher and the researched.

b) Documentary Evidence

The study school approached the business of documenting meetings in a thorough and professional manner. The records, in the form of agendas, minutes and notes, were stored in filing cabinets in the Deputy Headteacher's office. There were also a vast array of booklets produced for pupils, parents and staff (a different set each year). The first problem, having gained permission to research these documents was one of selection. The purpose behind the documentary search was to establish the rationale which had led to the current system of pupil assessment. The problem was that because assessment and report are central components of school life they featured on the agendas of many different committees going back over a number of years. The researcher quickly came to realise that deciding on the start point for a development in a school is a fairly artificial exercise because schools operate on a continual cycle of review and development. The thinking behind any initiative may have its roots a long way back in school history, indeed one might go so far as to suggest that change in school is not characterised so much by innovation as by adaptation or variation. This causes problems for deciding on the boundaries of a case study:

how much history should it contain, where does the study start? The start point for this study was fixed at the establishing of the working party but to put this in context some history was necessary. The earliest reference to the current assessment system was found in a memo from the Deputy Headteacher to all staff dated 4.9.81 (Appendix 3) and as regards the documentary search this was taken to be the start point or perhaps the end point in so far as the researcher decided not to go any further back.

Although the memo was a fairly recent development (only four years old at the start of this study) only one of the current Senior Management Team had been party to the thinking behind its development. It became clear that in reading documents only part of the story emerges but because staff change there may only be a few, if any, who can add detail to the thinking behind decisions and they are relying on memory. There is therefore a problem in getting at both the thinking behind decisions and staff reaction to variations in practice. This has important implications for the researcher trying to gain insights into the complex world of school life. The researcher's interpretation of documentary evidence had to be cross-checked with the memory of staff involved. In this respect the Deputy Headteacher and the Heads of Year were co-operative in assisting the researcher build up a picture of the recent past. The results of these documentary searches were excluded from the final report but did play an important part in forming the researcher's background knowledge.

During the course of the study the researcher collected the agendas and minutes of the working party meeting and other meetings where

the proposals were being discussed. Again these only provide a record of the decisions taken (they are presented in Appendix 9 of this thesis in chronological order). The researcher made notes on each of these meetings and these included reflections and evaluations on the decisions. These were not made public during the study because of the contractual agreement not to deliberately influence the course of the development unless so requested. When reading these notes alongside the official minutes, a fuller picture is gained but there are ethical questions raised. Should they have been made available to the working party? If so then a different contract would have to be negotiated. The working party were aware that the researcher was making notes and if they had asked for them the researcher would have agreed but he was never asked, presumably because of the contract.

Therefore, at least two criticisms may be made of the documentary evidence. The first centres on selection. It would not be desirable to include everything ever written in the school on the subject being studied but consequently what has been left out may have been of importance. Secondly, the documents selected only provide part of the picture - the detail with regard to thinking, values and beliefs is simply not recorded. Therefore the information gleamed from documents needs to be supplemented and to do this the researcher has to rely on the memory of those involved in the process. However, on entry to a school to study a development it is necessary to at least read the documentary record so as to get some feel for the historical background.

c) Participant Observation

The role of participant observer was a particularly difficult role for the researcher to carry out. Merely listening and recording during meetings were new skills. It was very difficult to resist the temptation to join in the deliberations. On occasions, the researcher was asked to express an opinion, make an input or give advice. This he was quite prepared to do and felt that it was within the spirit of the contract but it therefore must be said that his presence at the meetings may well have affected thinking. This would have been the case whether or not an active part was played. The very fact that someone else is present at a meeting is bound in some way to exert an influence and therefore the case study must be read in the light of that knowledge. However, it can be stated that ownership of the activities and products of the working party rests solely with the members; the researcher would make no claims to having had an influence on the development. This would be agreed by the members of the working party.

d) Interviewing

The reality of schools being busy places is readily appreciated when a researcher attempts to organise a programme of interviews. It had been agreed that all interviewing would have to be negotiated for non-teaching time; supply cover could not be used. Following the public launch of the working party's proposals on 7 October 1985 the researcher began interviewing staff. The interviews depended solely on the goodwill of staff giving up non-teaching time which would have been used for marking and preparation. Fifty out of sixty two

staff made themselves available for interview. The remaining twelve were never able to make a mutually convenient arrangement therefore there is a gap in the interview record.

The procedure of giving interviewees an account of the main points of the interview so that they could add to it or comment on it and signify agreement, which was seen as part of the validation process, exerted an influence on the length and rate of interview. At the start of the interview programme the researcher attempted seven interviews per day - one per teaching or rather non-teaching period. Each interview was scheduled for thirty-five minutes. This attempt caused a massive problem for the researcher. In order to give an account of the interview back to the interviewee within 24 hours meant each evening listening to a 35 minute tape; extracting and writing up the main points took a further 20 minutes. So, having conducted seven interviews during the day, a further 4 hours 40 minutes of listening time was required that evening and a further 4 hours writing time on average. Therefore to keep to the schedule required close on 9 hours each evening. It quickly became clear that this pace could not be sustained. The number of interviews were cut to three or four per day with a teaching period gap between each, during which the researcher wrote up the account. The researcher began to use key word notes during the interview and only referred to the tape to listen to a point again if not clear from the notes. This was manageable but did slow the programme down. A team of researchers would have been needed to maintain the original schedule. However, the time lapse over which the interviews took place may have affected the nature of the responses. The immediacy

engendered by the launch of the proposals in October may not have been so acutely felt by those interviewed in December.

During the process of interviewing there was a growing awareness of the effect of the interview on staff. It is suggested that as soon as an interviewee is asked a question a chain of thinking and reasoning begins and as a result the interviewee is changed. During the course of many of the interviews staff would say "I've never thought about that before" or "I really ought to have thought about that" and consequently leave the interview with the germ of an idea which perhaps they did not have when they arrived. This was particularly true in relation to their thinking about their own assessment practice. Questions about what was assessed and why prompted much deliberation which, from later conversations, led to Heads of Department putting assessment practice on their department agendas. It was frustrating not being able to follow up these developments but it does suggest that the interview may have an important formative role: the power to create an impulse for change.

e) The Attitude Scale

The Attitude Scale was completed by 71% of the staff. This meant that nineteen out of sixty two staff did not return their questionnaires. The responses to the questionnaire were written up and circulated to all staff with a copy of the rate of response to each statement (Appendix 10). Staff were invited to comment on the results if they wished. There were no written replies but verbal comments from staff expressed interest in the findings. The scale was being used rather as an opinion poll in an attempt to gauge the

predisposition of the staff toward profiling (the statements had been validated in a previous piece of research). The responses to the questionnaire supported the findings from the interview programme and highlighted areas of reservation and concern. The working party found this information useful in considering their approach to the delivery of the INSET for introducing profiling proposals to the staff. The researcher felt the data from the Scale was important to the case study because it provided information on the prevailing climate of opinion within the school at that time.

However, the missing nineteen questionnaires did give cause for concern. Attempts were made through a follow up letter and a further copy of the questionnaire but this proved unsuccessful. One member of staff informed the researcher that he would not complete such a form (the same teacher refused to allow his interview to be tape-recorded); no reasons were advanced and the researcher did not probe. The questionnaire which had required the respondents to give their names seemed to have touched a sensitive spot. With hindsight it may have been better to not have asked for names but this would have prohibited the possibility of follow up discussion had this been required. The names of the missing respondents revealed no pattern which was discernable to the researcher and were not released to other members of the staff. It is possible that the questionnaire was issued at a very busy period and was simply accorded low priority or it may be that those who did not respond were reacting against the use of a questionnaire. At several junctures throughout the year the researcher was made aware of strong feeling from the staff about having to complete

questionnaires - the school did seem to receive rather a lot of requests for information. It was for this reason that the researcher decided against using this form of data collecting technique apart from the Attitude Scale.

Writing the Report

The process of organising the information and writing the report involved considerable selection and editing. The finished document, whilst complete in itself, appeared as a rather thin 'story' to the researcher given his awareness of what had taken place in the school and the characters involved in the events. It had to be accepted, however, that not everything could be included. One of the research questions being addressed was concerned with the amount and type of information which would be necessary to satisfy different audiences. This would be one facet of phase two of the research. Nevertheless, the researcher did wonder whether the report was too limited, giving insufficient detail. In particular it was felt that perhaps the documents which had been created by the working party should have been included but this is a subject for discussion later in the thesis.

The original research contract imposed strict limitations on what could be made public and this obviously affected the nature of the report. The process of clearing the report with the school was thorough and gave the researcher confidence that the report was regarded as a true and accurate account by the school and could, therefore, be used even with its limitations. How limited its value and potential use would be explored during phase two.

CHAPTER EIGHT

TESTING THE ~~VALIDITY~~ Utility OF THE CASE STUDY

The second stage of the research programme was concerned with testing the usefulness of the case study obtained during the first stage of the research. It was decided that this would be done by interviewing members of six different groups, all of whom had a professional interest in the process of change in school. The researcher was interested in differences of response between and within groups. The groups were:

1) Deputy Headteachers;

2) LEA advisers;

3) University School of Education lecturers;

4) Teachers from the case study school;

5) The members of the working party (case study school);

6) Project co-ordinators from other schools.

Members of each group were given a copy of the case study, as it is presented in Chapter Six of this thesis, about a week before the date of the interview. They also received a letter which outlined the areas of interest for the interview. There were essentially three areas of interest:

1) What questions does the case study raise?

2) What purposes/uses do you see the case study serving?

3) How might the case study serve those purposes better?

The interviews were to be semi-structured and informal, providing an opportunity for interviewees to range widely within the above parameters. A small number of informal trial interviews were carried out with fellow research students to just test the length of reading time necessary, the suitability of the three questions as prompts and to gain some idea as to the length of interview required. It was found that it took between a half an hour and three quarters of an hour to read the account and the three questions were good at getting interviewees to open up. It was also found that an upper limit of half an hour was sufficient for each interview.

It was decided that two of the groups would be interviewed as groups rather than individually because they either had or would be working as a group. In order to facilitate the recording of these group interviews a video-camera with microphone was used. The two groups were the working party from the case study school and the group of co-ordinators from round two of the project. The members of the other groups were interviewed individually and where possible these interviews were tape-recorded.

Description of Groups

1) Deputy Headteachers

It was decided to select a group of Deputy Headteachers because they often have the responsibility for the management of an innovation or change in practice in schools. Four deputies were selected on the

basis of their having curriculum responsibility in their own schools and an interest in pupil profiling. It was felt that they might find the case study useful in terms of suggesting strategies for their schools.

2) LEA Advisers

This group comprised three education advisers: a senior secondary school adviser; a general adviser; and a subject adviser. Each of these advisers had responsibility at different levels for the management of change in schools. An important part of their job description concerned the monitoring of the curriculum and its development. It was felt that because they had a need to know what happened in schools that attempted to introduce a change in practice, the case study might prove a useful medium. It was also felt that it might contribute to the advisory aspect of their role in the sense that they might be able to use it to pass on information to others.

3) School of Education Lecturers

This group comprised three members of the School of Education staff with responsibility for the initial and in-service training of teachers. In particular the three invited for interview were chosen because of their involvement in:

1) Evaluation;

2) Management of change;

3) In-service training related to Records of Achievement.

Each of the group had a particular interest in one of these areas and it was felt that they might find the case study of use in relation to their particular interest.

4) Teachers from the Case Study School

This group of teachers were drawn from the case study school on the basis that they had a vested interest in the proposals of the working party - the results of the working party's activities affected them. They had not been members of the working party and it was felt that the case study might provide them with a useful insight into what had happened during the course of the working party's deliberations. Four teachers were invited to interview:

1) A Head of Faculty;

2) A Head of Department;

3) A Head of Year;

4) A Subject Teacher.

These were chosen on a random basis (names in a box) and no claim would be made that they represented either the teachers in general or the groups from which they were drawn.

5) The Case Study School Working Party

This group consisted of the members of the working party that had been established in the school to make recommendations for the development of a system of pupil profiling. They were drawn from the school's pastoral structure and chaired by the senior teacher

with responsibility for the pastoral curriculum. The group had been brought together in September 1985 and disbanded in July 1986 having produced their report. The interviews with this group took place in September 1986 at the end of a school day.

6) Project Co-ordinators

This group comprised the school co-ordinators from the second round of the Records of Achievement project described in Chapter One of this thesis. The members of this group had the task of steering their own schools through the same developmental task as the case study school. By the time they were given the case study to read in November 1986 they had covered the background philosophy and content of Records of Achievement and were about to launch the development in their own schools. It was felt that this case study might suggest a way of tackling the problem.

The results of these interviews are presented in the next chapter of the thesis.

CHAPTER NINE

THE INTERVIEWS

This chapter consists of an account of each interview in the form of verbatim extracts. Except where indicated there is a taped record of the interview - complete transcripts were not felt to be either necessary or useful.

Section One - The Deputy Headteachers

Interviewee 1 Deputy Headteacher, Comprehensive School, 1,200 pupils

Interviewer gave brief description of research project.

Points raised (by the interviewee):

1) "Why was the senior teacher approached rather than the Head of the Deputies because there is an implication I picked up about how much support the senior teacher actually had from the Head or Deputies or the Senior Management Team - it didn't shine through ..... at one point ..... the SMT were only brought in six months later after a number of staff were very much involved."

2) "Why did it go to the Pastoral Committee? ..... Shouldn't it first have gone to a joint pastoral/academic group? The final part [of the case study] bore this out because the stick came from the Academic Committee re communications."

3) "I queried the role of the advisory teacher - was he needed to assist the process of change because this is what I see this as - it is an example in some detail of the process of change."

4) "Why was the report given to the LEA prior to the involvement of all the staff at the school? School involvement ..... Commitment should have been obtained first!"

5) "I know a number of Heads of Year were involved in the meetings of the working party but were they happy to become responsible eventually for the whole process?" [Reference to INSET being devolved to Heads of Year]

6) "Why were the presentations to staff so short? With something so major there ought to have been an extra allocation!"

7) "Who is it [the case study] intended for? ..... for senior management? ..... We've all been through similar processes but haven't had the time or felt the inclination to document the number of meetings and ..... etc ... so from that point of view its great to see it because it does indicate the amount of time involved particularly for this exercise ... so if it is intended as one indication ..... scheme ... then fine ... I didn't see it as a model ..... perhaps it could be related to models of change ..... then we might get more from it."

8) "I felt there was a certain lack of information. I would have liked to have known what the previous system of recording was in the school. Could the summary documents not be included."

9) "The more I know about what a particular school achieved ..... we don't have to re-invent the wheel ..... I can start

from the end point of their deliberations ..... process in ones own school ..... building on rather than starting from scratch. I would like a copy of the report ..... the pupil's handbook ..... to know more about the nitty-gritty of the process."

10) "I still question how involved or committed the SMT were - they just don't figure."

11) "The whole process did seem to be somewhat overlong."

12) "I would certainly have questions about communications re the Directors of Study."

13) "Could the length and complexity of the process deter others ..... especially as only half the exercise was completed (no academic input) ..... a pastoral exercise only?"

14) "This is a historical document ..... it's what happened ..... because I've been a Deputy for 14 years I felt I didn't learn much from it because I appreciate the need for meetings, consultations ..... but if someone was just taking up a Deputy's job it might be useful for them. I've seen all this before but we haven't documented it and perhaps we should for our own sake just to keep an account."

Interviewee 2, Deputy Headteacher, Comprehensive School, 1,000 pupils

Brief description of project given by researcher.

Points raised (by the interviewee):

1) "I read it twice! The first thing that struck me was the time it took ..... it took two years to implement the change ..... in my mind the word Time figured large."

2) "I looked at the time teachers were spending on the project ..... they spent rather a lot of time ..... I presume they gave willingly of their time but even so it seemed to me there was an awful lot of time going in."

3) "I wondered ..... do teachers have enough time to read and keep up to date?"

4) "If each school needs to go through a process such as this to set up a system ..... well it seems a great waste of time ..... are we inventing the same wheel again and again ..... going over the same ground time and time again?"

5) "My next question was about money ..... this was made available for INSET ..... it's a pity money cannot be made available for any development work in school without the school having to get involved in a bigger project."

6) "It seemed rather a long time from the outset in July until January to keep the SMT in the dark and indeed the rest of the staff as far as I could gather ..... if I was on the SMT I would want to know what was 'fermenting'."

7) "Why were no academic staff involved, it was going to affect them? Right at the end it worried me that the academic element was seen as different in some way from assessment and profiling ..... to me assessment, profiling, records of achievements ..... its the whole aspect of the thing ..... the pastoral and the academic ..... this seemed to me one-sided. I don't see the value of records of achievement without the academic element."

8) "I also picked up that some of the staff were not as committed as the working party thought they were!"

9) "I feel that a case study ought to provide a framework of a method to be used in a particular school ..... to save spending all that time ..... cut the thing down somehow ..... take elements of that case study and use it as a framework for developing it in one's own school ..... use it to develop a model for one's own school. I'm not sure you could read just one case study ..... you might need to read two or three and pick out the best one."

10) "I wanted to know and see the outcomes of the working party. I'd like to see their findings and results ..... exactly what they were going to do, processes and products, it [the case study] left me a little bit hanging. You really need the whole picture I think."

Interviewee 3, Deputy Headteacher, Comprehensive School, 800 pupils

Researcher gave brief explanation of project.

Points raised (by the interviewee):

1) "I am not happy that the committee only included pastoral staff. My own view is that the whole point of profiling has been missed if you divide it up into academic and non-academic areas. Teachers teach children and therefore I believe that subject teachers should contribute to the profile at all levels. This divide is not real, or it should not be, particularly in the pupils' perceptions."

2) "I would have liked some information about the state of the assessment procedure at the beginning of the project about the school's philosophy towards profiling and the final solutions ..... without these I did not feel I could form an accurate picture."

3) "My impression from this [the case study] is that this was a proposal that came from the top down rather than being generated by a need from the bottom up. I realise that DES guidelines, TVEI and GCSE styles of teaching have created a need for a fuller profile but I feel that this [the working party] might have been more successful if the management had made the staff more aware of the problem from the outset and then formed a committee of interested staff."

4) "I do not feel that some of the worries raised by the staff, to do with extra time, have been adequately dealt with."

5) "What were the reasons for the top down approach? Were the staff very demoralised or did the union action play a significant part other than the decision to hold the project for seven months?"

6) "I was impressed that there was a presentation to an external group ..... I felt that this was a big plus!"

7) "Obviously there are some political motives in the background ..... most schools do not get 60 days supply cover ..... however no attempt seems to have been made to justify this in terms of pupils being taught by supply cover for a large ..... number of

days. What effect did this have on their education? Supply cover is rapidly becoming a problem area in schools."

8) "It may be a false impression but I felt that there was little discussion about the children ..... in other words it was something that had to be produced ..... this was only a feeling but it felt very wrong."

9) "I was suprised that local industrialists were not brought into the project at an early stage. After all one of the purposes of the profile is to produce a better and more accurate record of the pupils in the school ..... who is it designed for? The employers must be one important section of the community ..... shouldn't they have been asked what they want?"

10) "I do feel that this is useful as an example of the management of an innovation ..... it could be used as a sort of model ..... it highlights for me the importance of liaising with the Authority in terms of supply cover and money."

11) "I would have liked more background information so that I could have set the study in context more ..... how did it grow out of current practice ..... that was weak. Some of the notations were not clear ..... what is PPR?"

12) "Who decided on the planning strategy? What other strategies were considered and why were they rejected?"

Interviewee 4, Deputy Headteacher, Comprehensive School, 850 pupils

The researcher gave a brief explanation of the research project.

Points raised (by the interviewee):

1) "The length of time to investigate change ..... that obviously has implications for other schools trying to do it."

2) "How strong was the opposition ..... I realise it was in the minority but I did wonder how vociferous and strong it was ..... because if it is a significant opposition kids are going to miss out ..... if those teachers are the tutors involved. I wondered whether any steps were being taken to reduce the opposition and the chance of sabotage."

3) "There was the question about whether external agencies were involved ..... questions about the currency of the profile ..... were external agents involved ..... I thought it might have been worth finding out what they wanted."

4) "Will the DES impose a pattern ..... if they do will all this work be wasted and lead to resentment?"

5) "I wondered whether, if the records are going to be computerised, the Data Protection Act had been taken into consideration."

6) "I wondered, in the business of negotiation between student and tutor, whether you would get to a situation where there would be some sort of impasse ..... clash of personalities?

What sort of mechanism is there to resolve this ..... an appeal procedure ..... there could be a problem."

7) "I wondered about resources for in-service training ..... financial implications of producing the report forms?"

8) "I think it [the case study] illustrates the difficulty and time consuming nature of this sort of change ..... there is an implicit warning here about rushing into any sort of introduction ..... it took basically two years even with staff co-operation and industrial action ..... I think anyone reading it would appreciate the need for introducing it with consensus ..... it highlights the need for in-service training."

9) "I think it would be of more use if there was more detail ..... some of the specific documents that were discussed ..... I ended up with only a very vague idea of what was being proposed. If for example any of the handouts which were used for introducing the system to staff or some of the documents which would be used in the profiling or Record of Achievement system could have been included in an appendix it would have given me more of an idea of what was ..... a skeleton on which to put things."

10) "I would like to have seen what they started out with, what they ended up with and what they rejected along the way ..... what is the current situation ..... what's happening now ..... have they moved on?"

11) "Can I say that I think this [the case study] is useful as an example of the sorts of processes you need to go through and

I think many senior managers who moan about the fact that change takes so long to take place in schools, reading this would begin to realise what the problems are ..... now about its use ..... for me it hinges on whether we have to develop our own profiling system or have something imposed from on high because if we've got to produce our own then we've got to go through this sort of process and teachers in schools need to be made aware of the complexity and length of time of the process which this would help with ..... but also our masters have got to be made aware of the length of time and if they would appreciate what this contains that would be very important ..... it's easy to say we will make the change but there is a lack of awareness at the top of what is involved in bringing about educational change and this would help to show what some of the problems are."

Section Two - The LEA Advisers

Interviewee 1, A Senior Secondary Education Adviser

Brief explanation of research project given.

Points raised (by the interviewee):

1) "The way its written up ..... I can't cope with it ..... its too dense ..... I can't find my way through it and at the end I'm not sure what has happened ..... what I'm supposed to do!"

2) "I want to be able to grasp fairly quickly what its about ..... if I'm a teacher in another school I want to be able to read it and not make the same mistakes in my school ..... or I can translate it into the terms as it related to my own school."

3) "The case study seems to make the whole thing more complex than it is ..... I understand you have a meeting, make decisions and go away and do things ..... that's it isn't it? You need to explain the consultative structures ..... who are the SPC?"

4) "I can't use it ..... it's too detailed ..... I would hack it about to suit my own purposes ..... use a series of questions to highlight problems."

5) "It is a purely factual record ..... it's a record ..... I expect a case study to throw up issues which you identify ..... can you put questions in the middle of the study?"

6) "It did make me ask whether a working party was a sensible way of operating? It could be used as a case study of a working party regardless of profiling as part of INSET on working parties ..... is this the best way of doing it? How do schools consult their staff?"

7) "It is to dense as it is ..... there's too much in it for me. As an adivser I don't need it ..... I need the minimum information to allow the maximum understanding ..... I am now more conscious than when I started the job that as all schools are different their approaches to things are different ..... there is no point in trying to make them all the same ..... you can give them a series of ideas ..... that [the case study] is an idea ..... a signpost ..... its too detailed for me ..... I need short bursts of information to pass on to others ..... it's the only way I can function ..... I can't keep all this information in my head ..... a short summary will do."

8) "If I can't read it in three minutes it's no use ..... I find problems with T.E.S. ..... I've not got time to deal with it ..... it's not for me ..... If the case study were summarised on four sides of A4 that would be fine for me but of course that's no use to a school that wishes to develop it. The in-depth study of single cases are too detailed for me to use ..... a broader view across a greater number of schools is more useful ..... to collect small amounts of evidence from different schools so that I have a kind of general pattern of the kinds of things that happen ..... so that I can say to schools why don't you go to see so and so who is in a similar position ..... put similar schools in touch."

Interviewee 2, A General Adviser

A brief explanation of the research project was given.

This interviewee had made detailed notes on his copy of the case study.

Points raised (by the interviewee):

1) "On page 4 ..... the penultimate paragraph ..... it would be useful to know what the basis for development was ..... the conditions for take off. Would it be possible to have the working document as appendices ..... it would bring the study to life?"

2) "On page 6 ..... I wanted a copy of the original report ..... I wondered about the implications of the stop-start approach to development."

3) "Page 8 ..... this was a critical section ..... should be expanded to describe in more detail the nature of the pilot work ..... explain the background."

4) "Also on page 8 ..... the gap between the production of the report and its presentation ..... I question the wisdom of that."

5) "On page 9 ..... This is an important section ..... need to see the booklet and a copy of the agenda. I would like to know how the working party set about running that INSET session ..... not an easy session ..... a description of what happened would be useful for another school."

6) "On page 10 ..... how was the interview programme set up ..... who interviewed, how was it managed? Also on page 10, 'centralist tendency' ..... what does that mean?"

7) "On page 13, paragraph 4 ..... I would want to know more about your analysis of the situation ..... the significance of the problem ..... perhaps pointing up some lessons for others."

8) "On page 14 ..... the presentation seems rather random ..... could it be organised in clearer sections with headings ..... what insights? why pilot with lower ability groups? was this wise? was it regretted?"

9) "Page 17 contains a crucial discovery - lost without headings."

10) "Page 23 ..... this was significant ..... very useful for another school to have the information on the INSET programme

..... what were the objectives of the workshops? who planned them? how was the time spent? who ran them? ..... what additional support required?"

11) "I hope this has been a positive, constructive critique because I found it a very interesting document indeed ..... it should strengthen it ..... make it more useful ..... it presents a model which others can relate to ..... not to copy but to help understanding the implications and avoid unnecessary pitfalls. I'm not a believer in that overworked phrase ..... we mustn't reinvent the wheel ..... I think schools should work through the process but it is simply daft to not avoid those problems which could be learnt from others' experience."

12) "I found the raising of the questions very useful ..... it helped to structure my thinking."

13) "I see that as a pure case study ..... I would have found it more useful if it had a critique from you ..... as a closing chapter ..... describing a model which others might use ..... a critical analysis running alongside."

14) "This case study is fundamentally about the process of managing change and whether or not it is being used to brief project co-ordinators or deputy heads ..... it is describing the process that one school went through in bringing about change ..... it does seem to me that that is what needs to be pointed out ..... in the sense of a model ..... that's what it's about."

Interviewee 3, A Subject Adviser (No taped record)

Brief explanation of the research project was given.

Points raised (by the interviewee):

1) "I do find case studies fascinating ..... you get a sense that something really is happening or has happened ..... it's about real life and I can relate to it."

2) "I found myself asking lots of questions about what this school did ..... why did they only involve the pastoral staff? ..... I think that was a mistake. Why did they decide to hold up the presentation? ..... I mean, I know all about the industrial action and that but surely it would have been better to keep people informed."

3) "I felt I wanted to know more detail ..... the study raised questions and I wanted the answers ..... you probably could provide some of those answers ..... should that not also be included in the report?"

4) "It gave me an insight into the detail that goes into planning. As an adviser you are often involved in setting up a project or starting off an innovation but the detail of what this means for a school is very often a mystery ..... this helped clarify what's involved ..... the number of meetings ..... the amount of planning and consultation ..... the pilots ..... its a big job and people need time."

5) "When I finished reading it I had a model in my mind of what the school did ..... I would like to know whether it was

successful ..... did it work? ..... could it be used again? ..... would the working party do it differently next time if there was a next time? ..... what did they learn from it? ..... so perhaps there needs to be a final chapter from the working party."

6) "If I knew whether the model was successful then I could use it by passing it on to others ..... at the moment it's not complete ..... for that purpose ..... it's still very readable and it does provide an insight but with more information, more detail, more explanation it would be much more useful."

7) "I think we should get our projects to make a record ..... like this ..... so that we can pass information and ideas on ..... people tend to be beavering away in their own corners and not sharing information ..... a case study could provide reference material so that others can learn from experience ..... we don't do enough of that."

Section Three - School of Education Staff

Interviewee 1, A Senior Lecturer, Applied Research (No taped record)

Brief explanation of the research project was given.

Points raised (by the interviewee):

1) "I wasn't sure how to read it, whether as a parent, teacher or lecturer."

2) "As a lecturer in the School of Education with responsibility for initial training and in-service training I want more concrete evidence ..... this would be of use to teachers."

3) "A history of events is not very interesting ..... I'm looking for examples of practice ..... of pupils/teachers going through the process ..... a lot more descriptive detail."

4) "In reading this I felt frustrated at not being able to get at the raw data ..... the percentages from the attitude scale ..... I would have liked a copy of the scale ..... agendas of meetings, minutes of meetings, details of pilot work."

5) "This is a history of development ..... like Hansard ..... anyone who wants to go through the process could use the model ..... there is a need for some pictures ..... graphic illustrations ..... this presentation is too dense ..... the reader has to do all the work ..... a summary ..... a diagnostic model of the process would be useful."

6) "It's a record not an analytical case study ..... I would prefer an analysis of this study showing how it differs from other schools."

7) "I feel that as it stands it has value at different levels according to needs ranging from 100% value down to zero use ..... it would be difficult if not impossible to write a single report so that it has 100% usefulness to all possible audiences."

8) "I think that what you have found is that you need N+1 different forms of the report for N+1 different people. This can't be done either at the stage of carrying out the study

because you would be concentrating, focussing on different things, or at the reporting stage because of writing so many different reports."

Interviewee 2, Senior Lecturer, Management of Change

Explanation of the research project was given.

Points raised (by the interviewee):

1) "I think I finished up with mixed feelings about it ..... I think it is a very good summary of everything that went on ..... so from that point of view I imagine that it is useful."

2) "But then the other point ..... there are still lots of hidden things, hidden statements, hidden ideas tucked away which doesn't make it, at second sight such a good summary as at first sight because of statements like 'the proposals were accepted' ..... what does that actually mean and who accepted them? ..... was it the majority of the working party or the whole of the working party or the whole of the school or simply 5% of the school?"

3) "That was followed by the phrase 'the misunderstandings of the proposals' which rather suggests that something had gone wrong in the acceptance of them in one sense ..... phrases like 'a thorough review', 'alternatives were considered', ... what evidence is there of a thorough review or that alternatives actually were considered? ..... where did the alternatives come from? ..... so there are lots of, in some way very minor things but in some ways very important things missing."

4) "It's the point I've got to ..... when you make a summary of findings from a meeting or a school group it seems to me, these days, that what you miss out is all the variety of opinion ..... in this kind of summary thing and I just don't know how you get around it. I mean people like CEOs, as they only spend three minutes reading anything ..... they need something direct like that [the case study] and yet it can never give them, really, an adequate feel for what's going on."

5) "As a simple history this probably works."

6) "Somehow you've got to make up your mind, before you start, what the clients want from it ..... if advisers only want one side of A4 then somehow this has to be built into the study but at the same time I wonder if it is not necessary to point out in their one page of A4 what they are missing by having that kind of summary ..... oh dear, doesn't it get complicated ..... it's probably impossible to sum up all the experiences gained on one sheet of A4."

7) "I can see this, as it stands, being useful to people who are going through a similar development ..... in terms of the sorts of stages you need to go through ..... the document didn't provide any answers, it generated the questions ..... that's useful in creating an agenda ..... it's not going to have relevance to people who don't need it."

8) "This document is a procedural thing ..... yet what sticks in the mind is the pilot work ..... the sixth form ..... that

should be of interest to everyone ..... I'm not sure if any more information is required. You've written quite a good summary of that."

9) "If people are going to make decisions on the basis of what you've done they are going to be more influenced by who you are and what you say about it and all the experiences they think you have had rather than what is more truthful."

10) "If the reason for in-depth study, warts and all, is merely to give someone reading it some insights into how they might do a similar process ..... in a sense it almost doesn't matter what you give them ..... whether it is a summary report like that [the case study] or perhaps even a side of A4 ..... if it generates the questions which enables them to put a process into effect ..... I'm never very happy with the idea of a model ..... its too prescriptive ..... what you get from that sort of thing [the case study] is some indication of what you ought to do and the stages you might go through."

11) "It certainly raised questions for me about the way that working party went about the task ..... I don't think the case study can tell the whole story or provide the answers ..... this allows readers to create questions which enables them to prepare an agenda for action ..... it is of value ..... anything you present at the beginning to create the agenda is going to be of value ..... rather than agendas being set by someone else ..... it's not then your agenda."

12) "I think this is a valid research activity which should be a normal part of school ..... what can we do to improve upon the situation ..... that's the question."

Interviewee 3, Research Officer, Records of Achievement

Explanation of research project given.

Points raised (by the interviewee):

1) "It raised all sorts of questions in my mind ..... like who was the case study aimed at ..... the audience?"

2) "As a researcher ..... too many absences of data ..... you obviously made selections and I would like to see the backup information ..... I would also like to know more about the context in which this school was developing its profiling system ..... before and after."

3) "Does a case study have a limited life expectancy ..... this was a slice through in the year of a school ..... reported rather factually ..... it's an account rather than a case study ..... I'm not sure I would have called it a case study ..... it's a selected, factual account of certain events ..... for me it raised more questions than it answered."

4) "As a teacher, reading case studies, I have always wanted to know more about what else is going on ..... now that may be indicative of me ..... but as a teacher I need to tie it into the context and see whether there are similarities between my situation and the situation I'm reading about .... can I latch on

to that because that reminds me of something that we could do because that's so similar."

5) "The other issue was that if it was an atypical year because of the industrial action and that's why I really wanted to know more ..... can you extrapolate from that [the case study] and say because of that all these other things flow ..... because it was not a typical school year ..... because of the year in which you did it, unfortunately."

6) "There were questions about the working party I wanted to know: how was it constituted? were they pressed persons? why was the Head not involved? was that a deliberate decision? how was a working party decided upon? did they select themselves? were they chosen and what was the basis of that choice?"

7) "I would want to know far more about what else was going on in the school and how this related to it ..... this was just one aspect."

8) "I think the people it would be of most use to would be the administrators in a school: deputies, heads ..... this may be a way, providing they had all the other parts of information about how the working party was constituted ..... it may be a way forward for some schools ..... the working party idea ..... after all for a lot of schools that in itself would be an innovation ..... that kind of consultative/discoursive role and I think to have some idea of the sort of things that this particular working party did would be useful from that point of

view ..... the actual mechanics of getting the thing discussed in school."

9) "It's a very factual impersonal account ..... that's obviously the style you chose ..... there wasn't an attempt to evaluate what was going on and I think from a school's point of view or as a researcher here at the University I would want to know ..... some interpretation of how successful or otherwise this was as a strategy.

10) "I think that this could be improved by having more of the documentation available ..... from which the case study was generated and some more information about the school itself."

11) "Reading this and thinking about the variety of audiences it seems to me almost that you could end up with a core account ..... which this was ..... with bits added on for the different audiences ..... different people are looking for different things."

Section Four - Teachers in the Study School

Interviewee 1, Subject Teacher, Sixth Form Tutor

An explanation of the research project was given.

Points raised (by the interviewee):

1) "I found it interesting to read the summary of events ..... I found it interesting as a mainstream teacher because I wasn't aware of all the things that were happening as they were

happening so it was useful to have a record of what had gone on ..... perhaps there could have been better communications with the whole staff earlier on ..... I think that's one comment I'd make."

2) "The percentage results were interesting but again I think it would have been useful to have had something drawn from that ..... I'm not sure how ..... it told you things about the staff which were interesting but there were aspects that were of concern ..... some of the results indicated concerns ..... areas where support, training was needed so it did highlight lots of areas where the majority of staff had certain feelings so I think that was useful ..... good in that way. It was nice that we seemed to be fairly unanimous ..... the staff seemed to be united in general."

3) "It was good to have the actual details of meetings ..... although we do have minutes ..... the minutes are distributed after every meeting and its nice to get it all in one package so that you get the summary and the details of the meeting."

4) "I think it was quite honest about the difficulties with the unions ..... I think it was a difficult time for it to be launched."

5) "I think there could have been more discussion on the results of the questionnaire ..... the issues raised."

6) "A checklist of who was who, right at the beginning would have been useful for me ..... who decided who would be on the working party with the reasons for that."

7) "This must be useful to schools that haven't got any profiling ..... as a starting point ..... to see the processes we worked through and to see how things happened. The time scale you see is useful isn't it because the immediate thing about it is that it does take a tremendous amount of time and its got to be a really gradual process ..... it highlights some of the main problems ..... time is a real difficulty."

8) "The video was a good idea ..... it highlighted a lot of problems ..... it was good for INSET ..... the case study maybe should have had more detail about the video ..... comments on INSET should have been included but where do you start and end ..... profiling is such a long process ..... this case study is just the early stages ..... there's a lot more."

Interviewee 2, Head of Department

Explanation of research project was given.

Points raised (by the interviewee):

1) "Well I'm afraid this is going to be a very short interview ..... I haven't read it ..... so is that it ..... have we finished?"

2) "I am sorry but ..... when it first came out I suppose it was on my desk with a whole heap of other things and ..... one tends to do things that have an immediate requirement ..... I mean there isn't any reason why I should read this except in terms of interest and ..... so then, interest only things tend to get

swamped so I think in the end I took it off the desk and put it in a file ..... but at least I've been able to find it ..... another time I thought ....."

3) "A case study obviously ought to serve a purpose but the kind of life I lead ..... I mean there really is no time ..... really ..... there are a whole lot of things I ought to have done ..... things I should have read but I haven't ..... I have things sitting on my desk which I really am interested in which I haven't touched for six weeks now ..... I would like to get on with that but I can't."

4) "If the study had been about the development of a (subject named) profile I would have been more interested but time would still be a problem ..... how they did it ..... how it works in practice ..... anything which saves time ..... saves me time."

5) "This wasn't of interest to me or at least if it was I didn't recognise it."

Interviewee 3, Head of Faculty

Explanation of research project was given.

Points raised (by the interviewee):

1) "I've got to say it but ..... I wasn't really interested in the case study because it ..... well it hasn't got anything to do with me ..... well that's not true ..... I mean its not of immediate use to me."

2) "If someone had written a case study about modular curriculum I would look at that in terms of how I can relate to it and what I am trying to do here. Now when it comes to profiling ..... that is not my main interest ..... I have to use the system but its not of main interest to me so I tended to look at that [the case study] and say ..... ah that's how they did it and leave it ..... so I don't read it in the same way as say something on (subject named) or the modular curriculum."

3) "I do read case studies ..... I want to read them so that I can learn from someone else's experience ..... I want a development model I can use ..... I have done this."

4) "There is a development model in your case study so other schools ought to be able to use it if they are interested in trying to develop profiling ..... this is a description of what the school did ..... except I don't feel there are enough problems in it ..... it needs an analysis as well."

5) "You must have a need to read it first and then be able to relate it to your own situation ..... therefore you need a lot of information."

Interviewee 4, Head of Year (No taped record)

Explanation of research project was given.

Points raised (by the interviewee):

1) "I read it when it first came out and I've looked at it again several times. I think I found it most interesting in telling

me what it was the working party did ..... as you know I wasn't part of the working party ..... it was useful to know about the number of meetings, the amount of preparation, the thinking through of issues. It was useful to have it all written down."

2) "As a result of this I am clearer about how the working party worked ..... I wasn't really aware of all this."

3) "It would have been useful to have the pilots written up and to see the video recordings that were made to try out the process of negotiation with pupils."

4) "It was easy to read because I knew all the people involved and I know how this school works ..... I'm not sure it should have ended where it did ..... the INSET we put on might have been included but I suppose it has to end somewhere ..... even though the development has gone on beyond that one year."

5) "I am reading this differently now because I am more aware of the difficulties in implementing what the working party come up with ..... you know the light of experience."

6) "If I were ever asked to run a working party and I might be ..... that's how things are done here ..... I could use this as a guide ..... a sort of model ..... it might help me to make less mistakes ..... you know something to go on ..... a flowchart."

Section Five - The Working Party

This group interview was recorded at the end of a school day.

An explanation of the purpose of the research was given.

Points raised (by the interviewees):

1) "It [the case study] did make me think back over the year. I'm happy with the principles of the development ..... we didn't hide our brief ..... we were open. Some of the criticism was unfair ..... I regret that we didn't adopt a holistic approach ..... I regret that it's only the pastoral. We didn't ignore the academic ..... I went to the then curriculum deputy but was told to leave it to the Directors of Study ..... I would want to change the detail of what we did re communicating, informing staff, minutes published, etc ..... the more you inform all staff the better but ..... we were all teaching as well." (HS)

2) "I think you are being too harsh on yourself ..... we did have to content with industrial action ..... meetings just weren't taking place ..... it's easy to forget that." (DB)

3) "We did rely on you and the project ..... we did invite you to advise, give guidance, that helped speed up the process." (HS)

4) "I think it is essential to have someone who, in a sense is available to consult, not direct but feed in information." (JA)

5) "I enjoyed reading this ..... it put the year into perspective ..... its getting very relevant now because we are

about to face all the real problems over implementation ..... we won't know for another few months whether what we did was successful." (JA)

6) "I found it really excellent because I joined the working party late and this helped to fill in the gaps in my knowledge ..... I would have liked the papers on the pilot work so that they could be shared in greater depth." (SK)

7) "Setting up the pilots, for me, was a formative experience. I was still learning my role as a director of the pastoral curriculum ..... I now realise that you've got to be far clearer about the objectives of a pilot ..... oversee it far more ..... I just thought you could ask people to get on with it and they would." (HS)

8) "I felt that during the year we were rather an isolated community ..... we should have looked at other schools ..... compared what they were doing." (SK)

9) "We were pathfinding ..... no soul brothers ..... well not in the county. I found this interesting to read ..... others might also ..... I have now given out all my copies of the report and the documents ..... they have gone to Nigeria, Avon, other schools in the county ..... people do want to know." (HS)

10) "It's too early to evaluate whether what we did was a success ..... that will have to come later and this will help." (HS)

11) "There are warning signs in this for anyone who can read them ..... the case study picks them up but it would help others work better, avoid the pitfalls it you spelt out the controversies a bit more." (HS)

12) "You can't do that ..... Pat can't ..... without implied criticism of the staff ..... you may not realise something as a pitfall at the time." (KH)

13) "It does place you in a difficult position ..... you set out your position clearly at the time ..... you had your contract but what we haven't got are the warts ..... it needs a conclusion, an interpretation." (JA)

14) "We should have done it ourselves ..... otherwise you've not got the whole story." (SK)

15) "But I couldn't have written this [the case study]. I was too involved ..... your evaluation would be very welcome [meaning mine]." (HS)

16) "How do you make public warts and all?" (KH)

17) "This is useful to reflect back over ..... step by step ..... you can't remember back unless you've got something." (JA)

18) "It's part of a package ..... part of the story." (HS)

Section Six - The Project Co-ordinators - Round 2

A brief description of the research project was given.

Points raised (by the interviewees):

1) "We need to know the decision making set up, the committee structures and their roles ..... brief ..... it's difficult to understand why this started with the Pastoral Committee."

2) "I want to see all the documents, minutes of meetings, profiles, the summative documents, the reports."

3) "This is rather a bald statement ..... it's a bit sterile ..... these are real people ..... change is made by real people who have axes to grind ..... I want to know more about the personalities ..... what they were after ..... why they did what they did ..... there's nothing about motivation."

4) "It needs a theme running through it ..... a conclusion ..... a subjective report ..... your evaluation ..... did it work? ..... can we use it?"

5) "I found it very reassuring ..... it shows progress ..... it shows time, two and a half years ..... I've got a working party and I am going to get them to read this ..... just to show the time it takes."

6) "If it is going to help the understanding of how and why change takes place we need to know the starting point, the brief of the working party and what they came up with."

7) "I would have thought that the management team of the school ..... reading this ..... ought to examine their decision making/consultation process."

8) "It makes you think about setting out to do this in your own school."

9) "I think this is a good starting point ..... a stimulus. I would have liked other staff's versions."

10) "I should've thought that the experience of having someone write a case study about what you are doing was useful for the institution ..... making you think about it ..... assisting the process."

11) "Can we use this with our working parties?"

12) "You are going to tell us how it all worked out in the end, aren't you?"

Comments on the interviews and conclusions are presented in the next chapter. At the end of this programme of interviews it was felt that a picture was emerging which did suggest some answers to the research questions behind this study.

With regard to the variety of techniques used for the interviews a number of points should be made.

- The most useful approach to the recording of what was being said during interview was found to be the use of a notebook and key words.

- The taped record of interviews was useful as a backup when seeking clarification of written notes.

- The decision to hold group interviews and record them using a video recorder was regretted when it came to transcription because of the speed with which people in the groups made their contribution. Whilst recording the interviews the researcher did not make notes, relying on the camera and microphone and this was a mistake. If repeating the exercise a notebook and key words would also be used.

- It is possible that there would have been a difference of response if the individual members of the groups interviewed as a group had been interviewed separately. However, the researcher was interested in group reaction and the case study certainly did generate a group discussion.

- It might be argued that in order to compare the responses of those interviewed the same technique should have been used. The researcher would suggest that it is possible to interpret each interview in the light of the techniques used and to make any necessary allowance. It is felt that the difference of technique did not unduly influence the outcome of the interviews.

CHAPTER 10

DISCUSSION OF INTERVIEWS AND THE RESEARCH QUESTIONS

There were significant differences of response to the case study both between and within groups. It became clear that each of the groups had different needs which, in large part, were related to the roles they occupied. In addition there were differences within groups as to the form the case study should take.

The Deputy Heads

The four members of this group, all concerned with the management of curriculum change in their own schools, generally found the case study of interest and some value. It is worth noting that the majority of their questions were concerned with the processes of decision making in the school and the strategies for consultation.

This group displayed the least amount of difference between those interviewed. The case study acted as a stimulus for the following areas:

1) Support from and Involvement of the Senior Management Team

The role of the Senior Management Team was questioned by the Deputies - did they really support the development? It was clearly felt that if an initiative were going to be successful then a pre-requisite would be the active support of those responsible for making decisions.

2) Why the Pastoral Committee?

There was concern expressed about the fact that the development was being handled by the Pastoral Committee thus reinforcing what was felt to be an undesirable divide between the pastoral and academic curriculum. It was realised that this held the potential for alienation between those two areas of responsibility and was particularly unfortunate in relation to Records of Achievement which seeks a holistic view of the curriculum.

3) The Role of the Advisory Teacher

There were questions about the role of the advisory teacher. To what extent did he influence the process. Was he needed to assist change? Was he useful?

4) Presentation to/Involvement of External Agencies

On the one hand it was felt that there should not have been a presentation to the local authority group before the report from the working party had been agreed by the whole staff whilst another felt that submitting the report when they did for an external evaluation was of value. It was also questioned why local employers were not more closely involved with the development so as to give the final outcome more currency. This was felt to be important.

5) INSET

There were a number of shared questions in common about the organisation, delivery and resourcing of INSET. Were the Heads of year happy to have responsibility devolved to them for training

their teams? Were they the best people to do it? How were the training programmes organised and resourced? Whey were the dissemination sessions so short when the innovation was so major? There was a clear recognition of the importance of INSET.

6) Context/History

Each of the Deputies wanted to know more about the background to the school. They wanted more information about assessment practice at the start of the development. In general they wanted more information so that they could assess and relate the situation in the study school to their own.

7) Time

It was felt that the strength of the case study lay in the fact that it illustrated the length of time required to undertake such a development. An implicit warning was seen in the case study against rushing such an undertaking.

The Deputy Heads were agreed that the case study was a useful example of one school's attempt to manage an innovation. It illustrated the difficult and time-consuming nature of the process and could be distilled into a model. They felt that it could have been improved by supplying appendices with additional information on:

- Background to the school;

- Assessment practice at the start of the development;

- The minutes of meetings;

- Organisation of INSET;

- Decision making/management structure.

The Education Advisers

There was a real difference of response within this group of three advisers which ranged from a feeling that the report was of no use or value to a sense that it was a very useful document. The senior adviser felt that:

- The style of report was too dense, too detailed;

- It presented the problem of school-based development as being of great complexity;

- All that was needed was a brief, concise summary outlining the issues and pitfalls;

- In-depth studies were too much to cope with.

In marked contrast the other two advisers were stimulated to ask questions about the development and indicated a need for more detailed information. They both felt that:

- The case study was fundamentally about the process of managing change;

- It generated questions which structured thinking;

- An evaluation by the researcher would have been valuable;

- It could be useful for other schools starting out on a similar undertaking.

They felt that the shortcomings lay in not being able to get the answers they required from the case study itself. In particular they wanted more details about:

- The pre-conditions for development;
- The pilot work;
- My analysis of the development;
- The in-service training programme.

School of Education Staff

There was a marked difference in reaction from this group compared with the two previous groups. The members of this group were almost exclusively concerned with the researcher's methodology. One of the group asked no questions at all about the development whilst the other two were only marginally interested in what had happened in the school. The three interviews focussed on the nature of the case study itself rather than what the case study was about. The study was seen as:

- A history of events;
- A 'Hansard' type document;
- A summary - a simple history;
- A procedural document;

- A selected factual account of certain events.

It was felt that the case study should have:

- Contained concrete examples;
- Included an analysis, interpretation or evaluation of the process;
- Made comparisons with other schools;
- Provided a description of the context of the development;
- Been clear about intended audiences and written to their specification.

Two of the group felt that it did serve a purpose if it generated the sorts of questions which enabled the reader to create an agenda for action - it could be useful as a starting point rather than attempting to tell the whole story of a development. One of the members doubted whether any case study could ever tell the whole story - there would always be unanswered questions. The power of this study or the judgement of its worth should be its ability to raise questions, not provide answers.

It seems clear that because the members of this group were not directly involved in a school-based development project they were not stimulated to ask questions about the actual development - it was not of immediate concern or relevance to them. They asked questions about the nature of the research because that is what they are concerned with and involved in.

Teachers in the Study School

The interviews with this group of four teachers turned out to be of great interest. The group was equally split about the interest and value of the study. Two members of the group found it of no interest or value, they did not even read it, whilst the other two were interested and found it useful. It is worth considering the reasons for this difference and the implications for reporting case studies.

The two members of the group who found the study useful felt that:

- It was a good summary of events;
- It filled in gaps in their knowledge about what the working party had attempted;
- It gave useful information about the reactions of staff;
- It could be used as a model for a future working party with modifications to avoid the pitfalls described;
- It demonstrated the need for improved communications;
- It should inform the Senior Management Team about the need to re-examine decision making in the school.

They felt that it could be improved by:

- Having an interpretation of the data;
- Including details of why the people chosen for the working party were chosen;

- Including the INSET materials, particularly the video material.

These two members of staff had not been members of the working party but were closely involved in implementing the results of the working party's recommendations. They supported the development and felt that the case study contributed to their knowledge and understanding.

The other two members of the group found the study to be of no value because:

- It did not interest them, it was not seen to be relevant;
- It did not deal with issues which they felt to be pertinent to them at that moment;
- They felt that they did not have the time to devote to it - it was of low priority;

It is worth pointing out that these two members of staff saw their interest as being primarily in the academic domain. It may be that the lack of involvement by the Directors of Study group during the development was now manifesting itself in a lack of interest in the outcome of the project. Both of these staff were members of the Directors of Study group. They both felt that had the case study been of immediate relevance, and they quoted examples of what they meant, then they would have read it. One of the pair felt that they did not have enough time to read case studies even when they might be relevant whilst the other claimed to have made frequent use of case studies.

These interviews did establish that for a case study to be of use a pre-requisite was a real need: a desire to find out. The role for the case study was seen as being one of informing how another school tackled an issue of relevance so that it became possible to see how it related to your own particular case.

The Working Party

The interpretation of this group interview proved to be quite complex. The reading of the case study and the arrangement of the group interview provided a focus and a forum for a review of the year. It was felt by the group that the structure of the case study provided a reference source with which to go back over the year. It served as an 'aide memoir'. It was felt that it would become more useful as time went on and the memory became hazy. There would need to be a thorough review after the system had been completely established - it was too early at the time of the interview for an evaluation. It was felt that the case study would assist this process. The working party felt that the case study should also have contained:

- An evaluation by the researcher;
- More detail about the pilot work;
- The reports.

There had been demands for information from the school from a variety of other institutions seeking advice and guidance on the development of Records of Achievement. It was felt that the case study had been useful to other schools as part of a larger package.

During the course of this interview and watching the video recording later, the researcher realised that this session, stimulated by the case study, was a valuable INSET resource in itself. The video recording of the working party questioning themselves about the year's work answers many of the questions raised by other groups of people. Perhaps the video recording of this session should be part of the case study.

The Project Co-ordinators

The group had a real interst in what it was the working party set out to achieve and how they carried out their task. Interest was stimulated because each member of the group was about to set out with their own school on a similar venture and therefore they had a real need for information and understanding. The distillation of points raised which was given in Chapter Nine does not really capture the spirit of the interview during which there was probably more close questioning about the detail of the working party's activities than from any other group.

Members of the group wanted to know if they could give the case study to their own working parties as a stimulus to launch the process. They felt that it did show an approach to the management of change - it gave an idea of the length of time required and indicated aspects of development which needed careful attention. In particular the case study made them aware of:

- The need to give careful consideration to the composition of a working party;

- The need to establish an effective consultation process;
- The need to involve all the staff in a collaborative, problem solving approach;
- The need to monitor and observe the results of pilot work systematically.

It was generally felt that the report of the case study would have been more useful if it had included:

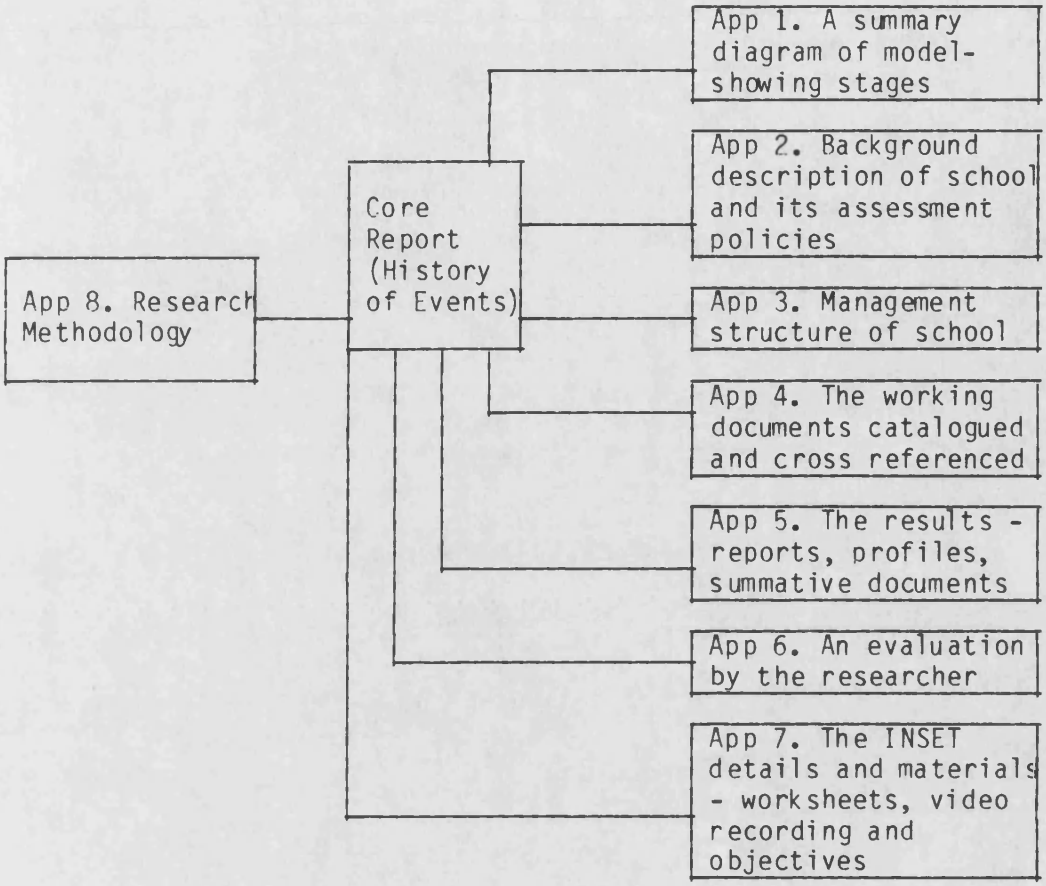
- A diagram showing the management structure of the school;
- The working documents: minutes of meetings, the two reports, the profile documents, the summative profile;
- An evaluation;
- A description of the assessment system before and after the development year;
- Accounts by other members of staff.

They wanted an in-service training package to take back to their schools and use as a starting point. Opinion was split in the group as to whether or not the report should have contained more detail about the personalities involved. One member of the group felt strongly that the most important aspect of the management of change was to know the people involved and what motivated them. Others felt that whilst this might well be an important factor affecting the progress of a development it could not be made public knowledge and in any case, it was realised that you had to take note of the

way people involved in a development were disposed to what was being suggested.

At the conclusion of this programme of interviews it was clear that all of these groups had different needs and these needs related to the professional responsibilities of the group members. There was a variation of reaction within groups which might be related to individual interests and requirements. A possible solution to the problem presented itself in the notion of having a core report in the form of a history of events with a series of appendices to meet the needs of different groups. The information to create these appendices is available and the plan for such a package is shown below:

Figure 10



It should be possible to satisfy the demands of the different groups with such a package. The senior adviser would only want Appendix 1 whilst the deputy headteachers and the project co-ordinators would need the core study plus all the appendices apart from 8. The working party themselves would probably have used the core plus Appendix 6.

This arrangement might satisfy the demand to know more which was generated by the core study alone. However, it is equally likely that even if all this information had been available other requests for information might have surfaced. In other words, the study as it was, generated questions: it never sought to provide the answers.

So, what has been learnt with regard to the four research questions which underpinned this research? The first question related to Bassey's assertion that "in formulating a closed generalisation, the more information which is given that helps in relating the situation of the generalisation to that of the reader, the more useful it is likely to be" (1). The research question was "How much information and of what type must be presented in the case for it to be of use?". It is felt that the answer to this question lies in the needs of the reader. The requirement for information varies in proportion to the need to be able to relate to the study. If the study has the possibility of high practical relevance the information need is high. The type of information also varies according to the interests and concerns of the reader - those responsible for the day to day management of school required information of that type; those concerned with education research required information about methodology. How is the case study writer to know what the information requirements of his audience are likely to be? Chapter Eleven presents a possible model to address this issue.

The second question concerned the ability of the case study to tell the 'whole' story. This question arose through the claim made by Smith (2) that "case studies are totalities; that is they have a 'holistic' or systematic quality". It is clear that even when tight boundaries are drawn around a case, something which looks manageable such as the activities of a working party, it is not possible to tell the whole story. The researcher quickly became aware during the process of conducting the study that it was impossible to keep

track of all that was happening in the school which related to the activities of the working party. In particular it was not possible to follow up all the developmental work that was taking place, or be present at all the meetings, both formal and informal where profiling was being discussed. It is felt that every case study like every documentary film only contains what the researcher or camera man was looking at. Perhaps case studies should carry a statement to that effect.

The third of the research questions was stimulated by the claims of Bassey et al (3) for the thorough study of single events being more valuable than the extraction of common factors from a series of single events. The potential of this claim was acknowledged but would the single report of an in-depth study satisfy different audiences? The answer to this question, on the basis of the interview programme described, is that the single report is unlikely to satisfy different audiences with different professional interests because of their different requirements for information. The model used to produce the report in this study took no account of the different needs of the audiences therefore it did not meet their requirements fully. In fact it served a quite different purpose - it generated questions rather than provided answers. Again it will be suggested that the model presented in the next chapter might rectify this situation for a future researcher.

The fourth question concerned the claims made by Stake (4) that there is a form of generalisation which he describes as 'naturalistic generalisation'. He claimed that this develops within

a person as a result of experience, i.e., learning through experience. It is suggested that a powerful role for the case study lies in its potential to provide a surrogate experience for readers. It was found that, with regard to this study, the possibility of the surrogate experience depended on two inter-connected aspects: the first of these being the ability of the report to recreate the experience for others, the second being the reader's ability to relate to it. As regards recreating the experience, permitting readers to share in it, a new model for producing the report is needed. The closer readers were to practice the more they were able to relate to the report - their questions were more focussed. If the case study is going to assist learning through surrogate experience, then it must allow the reader to become involved in it. The case study must enable the reader to develop an understanding and knowledge of how things are, how people feel about them and how these things are likely to be later or in other places with which the person reading it is familiar.

The first outcome from a consideration of the findings in this research has been the suggestion of a model for generating case study reports to satisfy the need of different audiences. This is described in the next chapter. Further to this it was realised that perhaps the greatest value of the in-depth study of single cases lies not in its use to others but in its formative importance for the researcher. It is claimed that the most important outcome of this research lay not in the direct value of the product for others but in the value of the process for the researcher. This will be discussed in the final chapter.

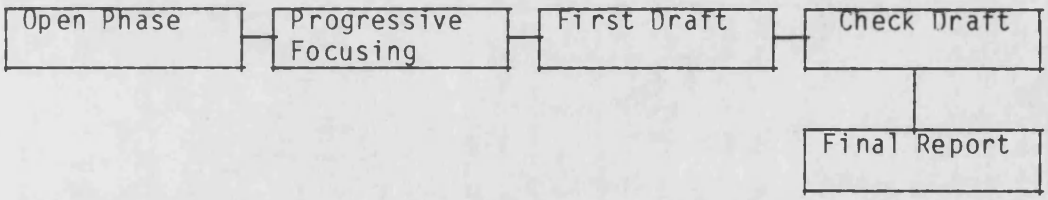
CHAPTER ELEVEN

A POSSIBLE MODEL FOR CASE STUDY REPORTING

The model which guided the generation of this case study was described by Nisbet and Watt (1) in the following terms: "A case study should start with an open phase - a general preview without judgement. Then you must focus on those aspects which you identify as of crucial importance. The third stage involves putting on paper, in draft form, your interpretation. Before you put this into its final form, you must check your interpretations with your informants to take account of (but not necessarily accept) their critical comments". The model they propose might be shown thus:

Figure 11

Case Study Model (Nisbet and Watts)



It is now felt that there is a crucial element missing in this simple linear process. If the final report is going to be of use to its readers then their needs must also be taken into account. At first it was felt that the linear model with one addition might suffice. This addition would involve including a phase between stage one and two in which the researcher asks the potential audience what it is they want from the case study before focusing on aspects which appear important to the researcher. However it is felt as a result of this research that this model would also fail to

meet the needs of different audiences. In the first place it is clear that different audiences have different needs therefore 'N+1 different reports will be needed for N+1 groups of readers'. This will affect the nature of the 'focusing process'. Secondly it is also evident that the readers were stimulated to ask questions and demand more information after they had received an initial input (in the form of the basic case study). It is felt that if they had been approached before the study was really underway they would not have known, as clearly, what it was they required from the report. They might have received a report which was more specific but there would probably still have been gaps. Further to this the researcher may have focused the study too early and thereby not have observed aspects which only emerged later. It would have been impossible at the outset to predict what was going to happen or to have suggested (for the benefit of potential users) what might have been of interest. Therefore, for future research of this nature a cyclical model is envisaged.

In this model the first stage involves identifying an aspect of educational practice which is likely to be of interest or importance to those with a professional concern in education. Stage two involves identifying those potential audiences and arranging an initial meeting. At this meeting a description of the intended development or proposed study would be presented and those present asked to state whether they would be interested in knowing about the outcome. Those who felt that it was unlikely to be of interest need take no further part. Those who remained would then be asked to state what information they require and in what form they wish the

report to be presented. The researcher would then have to decide whether the needs of the different groups could be reconciled, possibly by using the idea of differentiated appendices described in Chapter Ten, or whether some groups might have to be excluded. At this stage the researcher would be focusing on the needs of the audiences. It may be that he has to focus on just one group.

Having clarified the likely audience or audiences, stage three involves the establishing of the 'research contract' with the educational institution. It would now be possible to inform the Management Team of the institution who the audiences for the report were likely to be and to also give them an indication of what information was required and how it might be collected. The Management Team could then indicate their feelings about this. It may be that they would be unhappy about some of the requests for information and in which case their right to privacy would have to be respected. In this case the researcher would have to re-negotiate with that particular audience and possibly they may have to be excluded if their needs cannot be met. It may be that this stage involves a lot of negotiation as the researcher attempts to reconcile the public's need to know with the institution's right to privacy. Stage three would conclude with the 'research contract' setting out what information was going to be collected, how it was going to be collected and who would see it. It would also be necessary that this contract was seen by all who would be affected by the consequences.

Stage four would then be the 'open phase' during which the researcher gains entry, establishes trust, gets the 'feel' of the

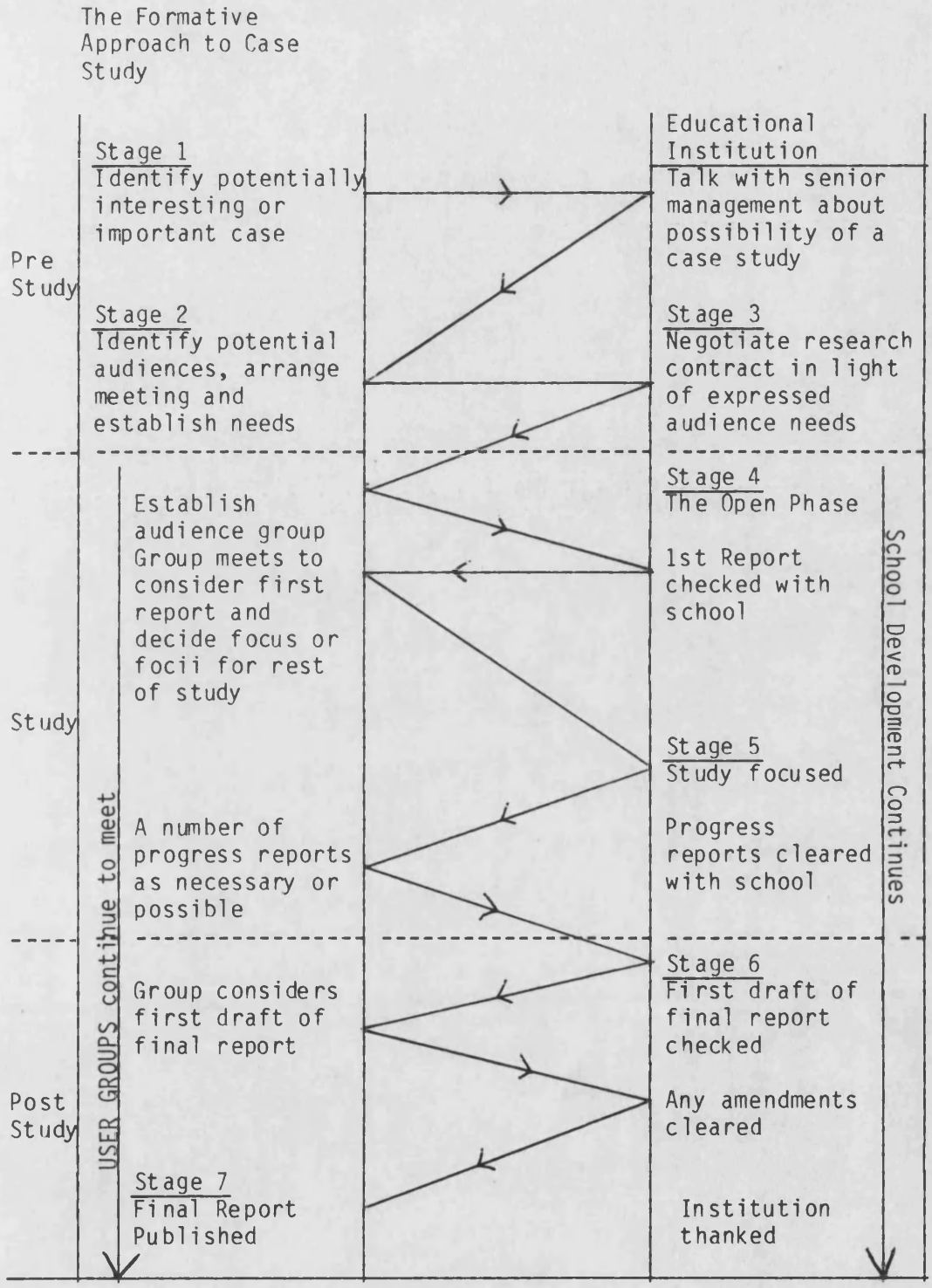
institution. Brian Jackson describes his method for this stage "My method was to have no method. A bit like the old Yorkshire advice: hear all, see all, say nowt". During the course of this stage the important aspects of the case should begin to emerge. In this model, however, instead of the researcher deciding on what to focus it is envisaged that the audience group would be reconvened to receive a presentation of what was emerging from the study and their advice as to what to focus on sought. It would have to be accepted that the future course of the study could not exceed the specification of the original contract, unless there was a re-negotiation of terms which might prove complicated.

Stage five of the process would then proceed to focus on those aspects of the development felt to be important by the audiences. In order to ensure that the necessary information to meet needs was being met it is felt that this group would have to meet regularly to receive progress reports and give advice. The researcher's role would be that of collecting trustworthy data with which to address the identified needs of his audiences.

Stage six would involve the first draft of the summary report which would be checked first with the institution and then with the audiences before the final version were published. It is felt that this process would meet the needs of those users involved. It could be described as a formative approach to the development of a case study and might be represented thus:

Figure 12

A Cyclical, Formative Approach to Case Study



The utility of this model as regards meeting the needs of audiences would need to be tested in future research and might provide the

basis for another research project. This researcher feels that an approach to the reporting of in-depth study using such a model would greatly enhance its value to users. It would need to be borne in mind that educational institutions are dynamic and developments move at a pace which is often difficult to keep up with and therefore thought, planning and sufficient time must be given to the 'pre-study' phases. In order not to affect or interrupt the flow of the development being studied careful consideration and strategic planning must operate during the study itself - the development will not or should not be held up whilst reports are written and discussed. It is anticipated that the regular production of reports might well be a formative experience for those being studied and may therefore affect the course of the development. This would need to be made explicit both at the contract stage and in the final report.

As a result of this research project, the researcher feels that he has gained expertise, understanding and knowledge of case study methodology. The process of undertaking the research has provided a training in research methodology, led to the suggestion of a model for future research and perhaps most importantly has given the researcher an insight into the process of managing change in a school. The in-depth study of this single case has been influential in shaping and informing the direction of an entire local authority project. Without the researcher's experience of this in-depth study it is felt that he would not have been able to direct the course of that project and therefore it is felt that this unintended outcome of the research does warrant a concluding chapter.

CHAPTER TWELVE

CONCLUSION

Reflecting back on what has been learnt over the period of this two year research project, it is felt that the original objectives were achieved. A case study was carried out on the process of managing a change in assessment practice in one school. This experience did permit an exploration and reflection on the issues involved in case study methodology. The utility of the single report of an in-depth study to different audiences was investigated and found to be wanting. A possible solution to increase the degree of usefulness was proposed and the claims made for case study were reviewed. However, it is felt that the person who found this experience of most direct use was the researcher himself and that by making the tacit knowledge gained through the experience of this in-depth study available to others he was able to assist them with their development work. The researcher would now suggest that the in-depth study of a single case is of most direct value to the person undertaking the study. This outcome is illustrated in Appendix 11 which seeks to present what was learnt, by the researcher, about managing a school-based development, through the process of undertaking an in-depth case study.

By closely observing and recording what happened in this one school the researcher gained an insight into the management of change which he is now able to share with others. It will be remembered from Chapter One that in addition to undertaking this research programme the researcher was responsible for a school-based development

project on Records of Achievement. This involved providing advice and guidance to two rounds of ten schools. The study school was one of the first round schools. At the start of the development project the researcher was able to provide the school co-ordinators with information about Records of Achievement and their background philosophy; he was also able to raise the consciousness of the co-ordinators concerning the implications of the development and provide some skills training. He was able to do this from previous practical experience and from knowledge gained whilst researching for an M.Phil degree. What he could not provide were any suggestions as to how to manage the development which were grounded in practical knowledge or experience. He had never been involved in or responsible for a whole school development such as was envisaged in the project. Having worked alongside one school and closely studied what happened that position has now been rectified. The second and third round project co-ordinators are the beneficiaries of the knowledge and understanding gained.

Appendix 11 represents personal learning from direct experience and is offered as guidelines to others attempting similar developments.

The researcher would argue that the opportunity to engage in an in-depth study of the working party, to observe closely how they set about their task, led to powerful insights into the process of managing change. These insights would not have been possible without the experience. Working alongside that group of teachers as they progressed with the development led to direct, personal and practical knowledge which can now be passed on to others. The

researcher would therefore claim that the greatest value of the in-depth study lies in increasing the personal knowledge and understanding of the person undertaking the study. It is through the process of reflecting systematically on what has been learnt and reporting this that it becomes of use to others. The second and third round schools in the project have been assisted with their developments through the researcher making use of what was learnt from the study school.

In one sense, Appendix 11 is an evaluation of what the working party did; it is not intended as a criticism. The researcher would acknowledge his personal debt of gratitude to the members of the working party and the rest of the school's community for allowing him to learn from them.

REFERENCES

Chapter One

1) DES (1984) Records of Achievement: A Statement of Policy, HMSO, London

2a) Secondary Schools Examination Council, Examinations In Secondary Schools (The Holmes Report), HMSO, 1946/47

b) Crowther Report, 15-18, HMSO, 1959

c) Newsom Report, Half Our Future, A Report of the Central Advisory Council for Education, HMSO, 1963, Ch 10

d) The Whole Curriculum, Working Paper 53, Schools Council, Evans/ Methuen, London, 1974

e) Curriculum 11-16, HMI/DES, London, HMSO, 1977

f) View of the Curriculum: Matters for Discussion, No 11, HMI, London, P11

g) School Curriculum, DES, HMSO, London, 1981

h) Practical Curriculum, Schools Council Working Paper 70, Methuen, London, 1981

3) Consultative Committee to the Board of Education (1911) reported in Broadfoot, P., Assessment, Schools and Society, Methuen, London, 1979, P34

4) DES (1984) Op. Cit., P2, Para 8

5) Holt, J., The Underachieving School, Penguin, London, 1970, P10

6) Hemmings, J., The Betrayal of Youth, Marion Boyars, London, 1980, P 102

7) Rowntree, D., Assessing Students - How Shall We Know Them?, Harper & Rowe, London, 1977, P1

8) Black, H.D. and Dockrell, W.B., Diagnostic Assessment in Secondary Schools, Edinburgh, 1981, SCRE, P10

9) Pearce, B., Profiling - Process or Product?, CCDU, Univ of Leeds

10) Burgess, T. and Adams, E., Outcomes of Education, Macmillan Educational, London, 1980, P8

11) MacKenzie, R.F., High Priests and Icons - Examinations vs Knowledge, The Head (1.7.82), P10

12) Consultative Committee to Board of Education (1911) Op. Cit. P34

13) Rowntree, D. (1977) Op. Cit. P64

14) Krathwhol et al, Taxonomy of Educational Objectives II, Longmans, London, 1964, P7

15) Mathews, J.C., The Assessment of Attitudes, in Mackintosh, H.G., Techniques and Problems of Assessment, Arnolds, London, 1974, P174

16) Curriculum 11-16, 1977, Op. Cit. P10

17) Practical Curriculum, 1981, Op. Cit. P62

18) A Basis for Choice, FEU publication, 1979

19) A - Z Study, Industrial Training Research Unit, Cambridge, 1979

20) Mansell, J., Profiles, FEU publication, 1982, P4

21) Mansell, J., 1982, Ibid, P7

22) Mansell, J., 1982, Ibid, P7

23) Burgess, T. and Adams, E., 1980, Op. Cit. P163

24) Mansell, J., 1982, Op. Cit. P4

25) Mansell, J., 1982, Op. Cit. P8

26) DES (1984) Op. Cit.

27) Goacher, B., Recording Achievement at 16+, Schools Council, Longmans, York, 1983, P57

28) Stansbury, D., Improving Secondary Education Through Records Of Experience, Springline Educational Trust Ltd, Devon, 1986

29) McGovern, P.J., Teacher Attitudes to Pupil Profiling, M.Phil Thesis, University of Bath, 1985

30) TRIST - Technical and Vocational Education Initiative: Related In-Service Training

31) School would have control over the use of the supply budget and would make bids against a central resource fund

Chapter Two

1) McGovern, P.J., 1985, Op. Cit.

2) Parlett, M. and Hamilton, D., Evaluation as Illumination: A New Approach to the Study of Innovatory Programs, 1972, Centre for Research in the Educational Sciences, University of Edinburgh

3) Simons, H. (Ed) Towards a Science of the Singular, 1980, Centre for Applied Research in Education, UEA

4) Macdonald, B., Evaluation and the Control of Education, in Tawney, D. (Ed) Curriculum Evaluation Today, Trends and Implications, SCRS, Macmillan, London, 1976, P125-136

5) Walker, R., The Conduct of Educational Case Studies: Ethics, Theory and Procedures, in Dockrell, W.B. & Hamilton, D. (Eds) Rethinking Educational Research, Hodder & Stoughton, Kent, 1980

6) Bassey, M., Pedagogic Research: On the Relative Merits of Search for Generalisation and the Study of Single Events, Oxford Review of Education, Vol 7, No 1, 1981

7) Bassey, M., 1981, Ibid, P73

8) Bassey, M., 1981, Ibid, P84

9) Lovell, K. and Lawson, R.S., Understanding Research in Education, London, University of London Press, 1970

10) Houghton, W.E., The Role and Function of Educational Research II, Educational Research 9, 7-10, 1966

11) Travers, R.M.W., An Introduction to Educational Research, Macmillan Co Inc., 4th Edition, New York, 1978, P5

12) Ary, D., Jacobs, L.C. and Razavich, A., Introduction to Research in Education, Holt, Rinehart & Winston Inc., New York, 1972, P21

13) Langeveld, M.J. (1965) quoted in Taylor, P.H., The Role and Function of Education Research III, Educational Research 9, 11-15, 1966

14) Watson, F. (1953) quoted in Verma, G.K. and Beard, R., What is Education Research?, Gower, Hants, 1981, P26

15) Taylor, P.H., The Role and Function of Educational Research III, Educational Research 9, 11-15, 1966, P12

16) Butcher, H.J. (Ed) Educational Research in Britain, Vol 1, University of London Press, London, 1968, P4

17) Cronbach, L.J., Educational Psychology, 2nd Edition, Harcourt Bruce, New York, 1962, P14

18) Peters, R.S. and White, J.P., The Philosophers' Contribution to Educational Research, in Taylor, W. (Ed) Research Perspectives in Education, Routledge, Keegan and Paul, London, 1973, P95

19) Nisbet, J.D. and Entwistle, N.J., Education Research Methods, Hodder and Stoughton, London, 1970

20) Nisbet, J.D. and Entwistle, N.J., The Psychologists' Contribution to Educational Research, in Taylor, W. (Ed) 1973, Op. Cit. P113

21) Simon, B., Educational Research: Which Way?, British Educational Journal, Vol 4, No 1, 1978, P2-7

22) Eggleston, J., The Characteristics of Educational Research: Mapping the Domain, British Educational Research Journal 5, 1979, P1-12

23) Stones, E., Psychopedagogy, Methuen, London, 1979, P17

24) Stenhouse, L., Case Study and Case Records: Towards A Contemporary History of Education, British Educational Research Journal 4, No 2, 1978, P21-39

25) Stenhouse, L., What Counts as Research?, British Journal of Educational Studies, Vol 29, No 2, 1981, p106

26) Cohen, L. and Manion, L., Research Methods in Education, Croom Helm, London, 1980, P17

27) Nisbet, J.D., Educational Research: The State of the Art, in Dockrell, W.B. and Hamilton, D. (Eds) 1980, Op. Cit. P9

28) Thouless, R.H., Map of Educational Research, NFER, Slough, 1969, Ch 1

29) Basssey, M., 1981, Op. Cit. P75

30) Stake, R., The Case Study Method in Social Inquiry, in Simons, H. (Ed) 1980, Op. Cit. P68

31) Bassey, M., 1981, Op. Cit. P78

32) Stenhouse, L., 1981, Op. Cit. P104

33) Bassey, M., 1981, Op. Cit. P86

34) Gowin, D.R., Is Educational Research Distinctive?, in Thomas, L.G. (Ed) Philosophical Re-Direction of Educational Research, University of Chicago Press, Illinois, 1972

35) Beard, R.M., Bligh, D.A. and Harding, A.G., Research Into Teaching Methods in Higher Education, 4th Edition, Society for Research Into Higher Education, Surrey, 1978

36) Stenhouse, L., 1981, Op. Cit. P106

37) Stake, R., 1980, Op. Cit. P68

38) Stake, R., 1980, Op. Cit. P69

39) Bassey, M., 1981, Op. Cit. P84

40) Bassey, M., 1981, Op. Cit. P85

41) Stake, R., 1980, Op. Cit. P71

42) Adelman, C., Jenkins, D. and Kemmis, S., Rethinking Case Study, in Simon, H. (Ed) Toward a Science of the Singular, 1980, Op. Cit. P48

43) Smith, L.M., Some Implications for a Theory of Case Studies, P7 quoted in Rethinking Educational Research, Dockrell, W.B. and Hamilton, D., Hodder and Stoughton, London, 1980, P41

44) Walker, R., The Conduct of Educational Case Studies, in Dockrell, W.B. and Hamilton, D., 1980, Op. Cit. P33

45) Ibid, P33

46) Entwistle, N., Open University Course E341, The Nature of Education Research, Block 1, P19

47) Adelman, C., Jenkins, D. and Kemmis, 1980, Op. Cit. P48

48) Ibid, P49

49) Ibid, P51

50) Ibid, P52

51) Ibid, P52

52) Stake, R., 1980, Op. Cit. P69

53) Stenhouse, L., 1980, Op. Cit. P104

54) Walker, R., 1980, Op. Cit. P34

55) Stake, R., 1980, Op. Cit. P72

56) Butterfield, Sir Herbert, History and Human Relations, quoted in Stake, R., Op. Cit. P73

Chapter Four

1) The name of the school is not used by agreement with the Senior Management Team

2) Information provided by the Deputy Headteacher

3) Description taken from information booklet for parents

4) Information provided by the Senior Teacher (pastoral curriculum)

5) DES (1984) Records of Achievement: A Statement of Policy, HMSO, London

Chapter Five

1) Barzun, J. and Graff, H., The Modern Researcher, Harcourt, Brace, Jovanovich, 3rd Edition, New York, 1977, P18

Chapter Ten

1) Bassey, M., Pedagogic Research: On the Relative Merits of Search for Generalisation and the Study of Single Events, Oxford Review of Education, Vol 7, No 1, 1981, P84

2) Smith, L.M., 1980, Op. Cit. (Ch 2) P41

3) Bassey, M., 1981, Op. Cit.

4) Stake, R., 1980, Op. Cit.

Chapter Eleven

1) Nisbet, J. and Watt, Case Study, Nottingham University Publication, 1982, P9-11

Appendix 11

1) Watson, G., Resistance to Change, in The Planning of Change, Bennis, W.G., Benne, K.D. and Chin, R. (Eds) Holt, Rinehart & Winston, London, 1970, P488-497

APPENDIX 1

PROJECT PRINCIPLES

THE WILTSHIRE RECORDS OF ACHIEVEMENT AND PROFILING PROJECT

Principles

The following principles were adopted to guide the development of the project:

* The whole assessment package will be designed for ALL pupils.

* The assessment system will not only present a picture of the pupil on leaving full time education but will assist the pupil thoughout the learning process.

* The pupil will be fully involved in the assessment process, not just a passive recipient.

* The record will be fully developed in detail during the final two years of compulsory education, though schools would need to consider their assessment and recording procedures over the whole range.

* The system should comprise the following elements:
  . Assessments of academic performance based on curriculum areas;
  . Assessments of social and personal skills, basic skills and cross curricular skills;
  . Pupil experiences and achievements;
  . Assessment data: discussed/negotiated with pupils - a tutorial role for the teachers;
  . A document of record: a clear, concise summary of information contained in the formative profile.

* Although the formative profile may be used for diagnostic purposes and may therefore identify areas of both strength and weaknesses, the final record will only consist of constructive comments.

* The school will organise a validation procedure which will guide and monitor the development and operation of the system. This will be a collaborative process involving representatives of user groups.

* Although the pupils should make a significant contribution to the record, the ultimate responsibility for its compilation will remain with the school.

* On completion, the record will become the property of the pupil.

* The major potential users of the record of achievement should be actively involved in its development and consequent dissemination.

APPENDIX 2

PROJECT GUIDELINES

183

WRAPP

Wiltshire Records of Achievement and Profiling Project

Project Guidelines

July 1986

Project supported by T.R.I.S.T.

WRAPP

Wiltshire Records of Achievement and Profiling Project

Project Director : Patrick McGovern B.Ed M.Phil

Based at : University of Bath
School of Education
Claverton Down
Bath BA2 7AY

Tel. Bath (0225) 61244 Home (0985) 212604

To all teachers involved in the Wiltshire Record of Achievement and Profiling Project

Your school is one of 21 schools involved in the Wiltshire Records of Achievement and Profiling Project (WRAPP). WRAPP is a supported, school centred development project. It is funded by TRIST and the LEA. Finance takes the form of providing supply cover for development time and a small resource budget (details of this are available from your school co-ordinator: _____). The project will continue until every secondary school in the County has been given the opportunity to join in the development.

This introduction will attempt to provide some philosophical guidelines and place the project within the context of national developments. It will present a descriptive model which was produced collaboratively by the first round WRAPP team and which serves to illuminate the components of a process. It must be stressed that this model is not prescriptive or in any way intended to constrain individual developments. It merely serves to focus attention and create a basis for development. It is quite clear that WRAPP is as much concerned with processes as products. The model is offered in the hope that it will clarify thinking on what is a complex and perhaps confusing issue.

Your school co-ordinator is a central figure in this school centred project and will need your support if the development is to be effective. If you have any comments or suggestions please contact your co-ordinator who will be making an attempt to get everyone involved.

P J McGovern
Director, WRAPP
School of Education,
University of Bath

1986

INTRODUCTION

Background

In November 1983 the DES published a draft policy statement on Records of Achievement in response to the growth in the development of pupil records.

The response to this draft policy revealed quite clearly that there was overwhelming support for the principle of records of achievement. The DES published its policy statement in July 1984 in which it set the objective of having records of achievement for all school leavers in England and Wales by 1990. In addition there have been policy statements for Scotland and Northern Ireland.

Why Records of Achievement?

"Boys and girls who stay at school until they are 16 may reasonably look for some record of achievement when they leave." ("Half our Future" - A report of the Central Advisory Council for Education, HMSO 1963)

At present the main documentary record of achievement focuses on examinations. In general, these:
. find out what pupils can remember;
. assess what has been learned from what pupils can write;
. assess what has been learned towards the end of secondary education;
. are reported by sets of grades.
But learning means more that this. Learning is also to do with the development of attitudes, skills and personal qualities over a long period of time, e.g. learning how to listen, to communicate, to plan, to accept responsibility, to value others, to use spare time, to take pride in work...

Young people achieve more than examination results.

The need to augment the picture of a student's achievements beyond a list of examination results has been recognised for some decades. Impetus was given to this by two contrasting experiments in the seventies, in Scotland (Pupils in Profile) and in Wiltshire with the Swindon Record of Personal Achievement. The work of the Schools Council between 1980 and 1983 did much to make these and other schemes more generally known while the FEU "A Basis for Choice" (1979) also encouraged the use of profiling methods in Further Education.

What purposes should Records of Achievement serve?

The DES Policy Statement identified four purposes for Records of Achievement:

(i) "Recognition of Achievement. Records and recording systems should recognise, acknowledge and give credit for what pupils have achieved and experienced, not just in terms of results in public examinations but in other ways as well. They should do justice to pupils' own efforts and to the efforts of teachers, parents, ratepayers and taxpayers to give them a good education.

(ii) "Motivation and personal development. They should contribute to pupils' personal development and progress by improving their motivation, providing encouragement and increasing their awareness of strengths, weaknesses and opportunities.

(iii) "Curriculum and organisation. The recording process should help schools to identify the all round potential of their pupils and to consider how well their curriculum, teaching and organisation enable pupils to develop the general, practical and social skills which are to be recorded.

(iv) "A document of record. Young people leaving school or college should take with them a short, summary document of record which is recognised and valued by employers and institutions of further and higher education. This should provide a more rounded picture of candidates for jobs or courses than can be provided by a list of examination results, thus helping potential users to decide how candidates could best be employed, or for which jobs, training schemes or courses they are likely to be suitable."

(DES 1984 Para.11)

In order to fulfil the first three purposes, schools will need to set up internal arrangements for the compilation of records throughout a pupil's period of secondary education which will involve all the teachers concerned and allow for appropriate discussion between pupils and teachers.

The summary document will be available to all pupils, be non-confidential and positive in its outlook without purporting to predict subsequent achievement.

What should the Record contain?

The DES Policy Statement recognised:

"that the internal processes of reporting, recording and discussion between teacher and pupil should cover a pupil's progress and activities across the whole educational programme of the school, both in the classroom and outside, and possibly activities outside the school as well. Regular dialogue between teacher and pupil will be important for the fulfilment of the first three purposes of records discussed in paragraph 11 (of the DES Policy Statement, quoted above).

"The summary document of record which young people take with them when leaving school or college will need to include two main components:

(i) Information, other than academic successes, which throws light on personal achievements and characteristics.

(ii) Evidence of attainment in academic subjects and practical skills, including any graded results in public examinations.

"The summary document will need to be short, clear and concise if employers and others are to make use of it. It cannot reproduce all the recording and reporting which has taken place during a pupil's years of secondary education. It should however be based on this internal recording and reporting, and this relationship between the internal recording and the final summary document should help to enhance the motivation and other benefits which pupils derive from the recording system."

(DES 1984 Para.16,17)

What is happening?

- As a result of the DES Policy Statement, Education Support Grants were provided to nine pilot schemes: those proposed by Dorset, Essex, Lancashire, Suffolk, ILEA, Wigan, the Welsh Joint Education Committee, the East Midlands Group (Derbyshire, Notts, Northants, & Lincolnshire) and the Oxford Certificate of Educational Achievement Group (Oxford, Coventry, Leicestershire and Somerset).

- There are a number of individual schools, perhaps thirty or so, with distinctive schemes (at least a dozen with more than four years experience in their development) who between them offer a great diversity of approach.

- In addition to those receiving support grants there are more than twenty LEAs (some with several years' experience behind them, notably Cambridgeshire, Wiltshire, Clwyd and Gwent) actively involved in developing recording systems and Records of Achievement. There is a project operating in Northern Ireland, funded by the Department of Education for Northern Ireland.

- Profiling schemes are also being promoted by various national bodies, such as City and Guilds of London Institute, BTEC, RSA and the MSC (through TVEI, TRIST, YTS). Several examination groups are actively promoting profile pilot schemes for schools, these include:
  - The South Western Profile Assessment Research Project
  - The South Eastern Record of Achievement.

- There are also a number of specialist pilot projects e.g. the Gulbenkian pilot project; the Springline Trust.

THE WILTSHIRE RECORDS OF ACHIEVEMENT AND PROFILING PROJECT

Principles

The following principles were adopted to guide the development of the project:

* The whole assessment package will be designed for ALL pupils.

* The assessment system will not only present a picture of the pupil on leaving full time education but will assist the pupil thoughout the learning process.

* The pupil will be fully involved in the assessment process, not just a passive recipient.

* The record will be fully developed in detail during the final two years of compulsory education, though schools would need to consider their assessment and recording procedures over the whole range.

* The system should comprise the following elements:
  . Assessments of academic performance based on curriculum areas;
  . Assessments of social and personal skills, basic skills and cross curricular skills;
  . Pupil experiences and achievements;
  . Assessment data: discussed/negotiated with pupils - a tutorial role for the teachers;
  . A document of record: a clear, concise summary of information contained in the formative profile.

* Although the formative profile may be used for diagnostic purposes and may therefore identify areas of both strength and weaknesses, the final record will only consist of constructive comments.

* The school will organise a validation procedure which will guide and monitor the development and operation of the system. This will be a collaborative process involving representatives of user groups.

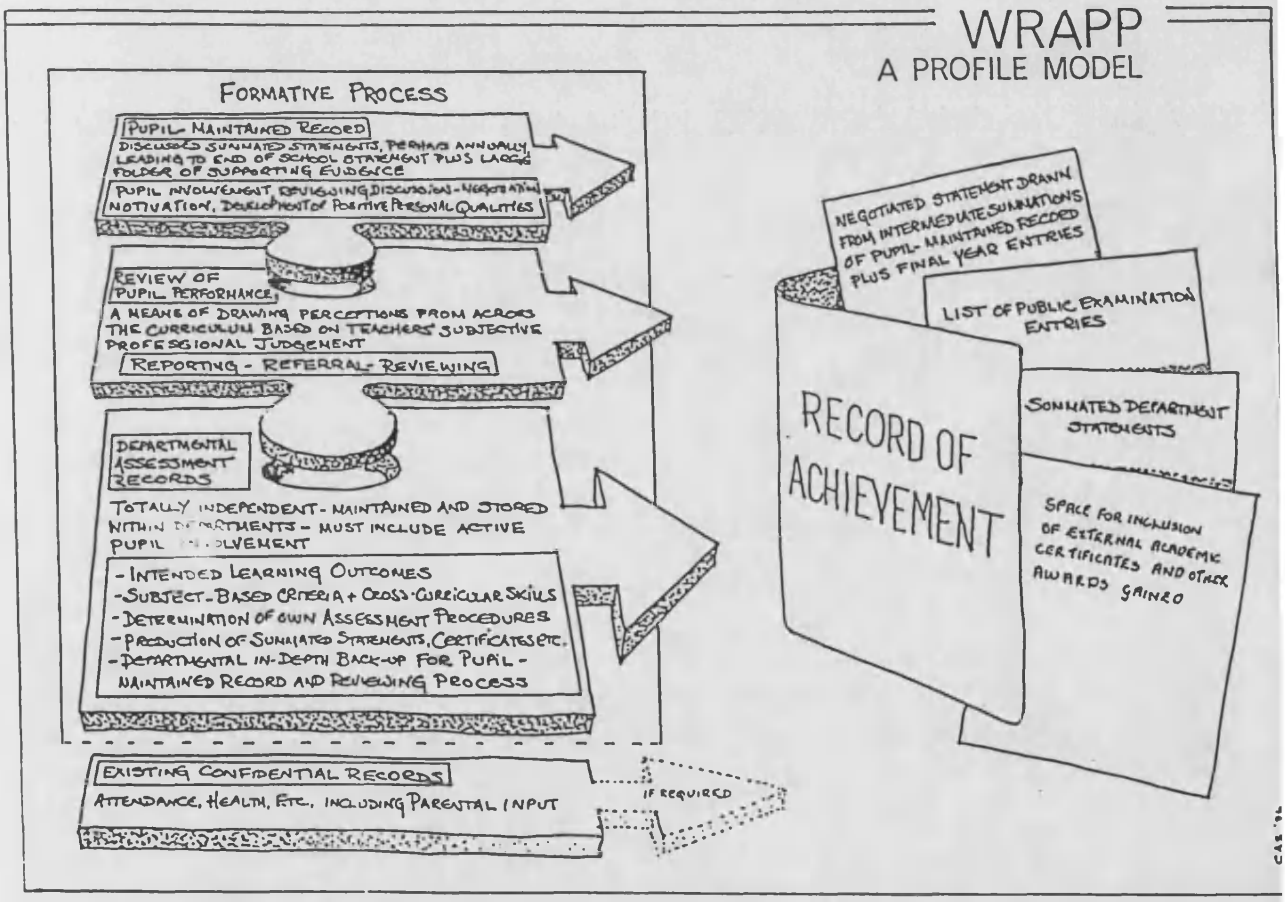
* Although the pupils should make a significant contribution to the record, the ultimate responsibility for its compilation will remain with the school.

* On completion, the record will become the property of the pupil.

* The major potential users of the record of achievement should be actively involved in its development and consequent dissemination.

A Descriptive Model

This model was developed jointly by the school co-ordinators involved in the first round of the project. It serves a purely descriptive function in that it attempts to illuminate the components of a process. It is in no way an attempt to constrain individual initiatives which seek to translate the DES purposes into practice within the project principles.



The Components of the Model

1. Pupil Maintained Record
   (a chronicle of personal interests, activities and achievements)
   Aim - To provide reference material to permit focussed dialogue between pupil and tutor.
   - To provide evidence on which a summary, negotiated statement can be based.

   There are well established systems of personal recording but a school may wish to develop and pursue its own strategy.

2. A Strategy for a Regular Review of Pupil Performance
   Aim - To enable a regular and systematic review of pupil performance across the curriculum.
   - To provide the data necessary to facilitate (a) review of progress, (b) reports on progress and (c) referral for guidance.

3. Departmental Assessment Records
   Aim - To give credit to and acknowledge what is important in a course of study.
   - To relate the assessment strategy for a course of study to the intended learning outcomes of that course.
   - To provide reference material which will enable fruitful dialogue between pupils and teachers.
   - To involve pupils more actively in the process and thereby increase motivation.
   - To provide data for staff to review and evaluate the effectiveness of the programmes offered.
   - To provide the departmental in-depth back up to the review process.

4. The Record of Achievement
   Aim - To provide every pupil with a valid, reliable and rounded record of their achievements and experiences.

   The record should contain at least the following components:
   * An agreed statement providing evidence of personal qualities and skills.
   * A number of departmental summary statements which give information about the courses studied and the pupil's performance against the intended learning outcomes for the course.
   * A list of examination entries.
   * Space for the inclusion of external examination certificates and other awards gained.
   * A record of the careers decisions taken (e.g. a final copy of the FFPD form).

   This Record should be presented in a folder of good quality, bearing the school's crest and name.

   The Record becomes the property of the pupil; the pupil owns it and decides how to use it.

5. The Statement of Achievement
This is the summary document of record which is used to assist transfer to post-sixteen provision. It must be a concise document which seeks to throw light on the positive aspects of a young person's development. A copy will be retained by the school.

The document should contain an agreed statement on personal qualities; evidence which the pupils wish to highlight about their interests and experiences both in and out of school; information about their work both at school and elsewhere; information about attendance, courses of study and examination level entry, details of any examinations already taken and any other accredited awards gained.

The process at transfer would be as follows:

* Receiving organisations design their own application forms to gather the information they require.
* Pupils send for application forms and complete them.
* The school endorses the application if appropriate.
* The pupil attaches the Statement of Achievement.
* The receiving organisation invites the pupil to bring the Record of Achievement with them to interview.

It would make sense if this document had a common format across the County. (See appendix 1)

The Importance of the Process

WRAPP places as its priority the aim of helping all pupils gain greater self awareness, enhanced self esteem, a positive self image, resulting in increased motivation. In other words the WRAPP model is a developmental one, laying particular stress on the process. This is not to say that the final product is unimportant but it does mean that great value is placed on the educational benefits gained 'en route'.

For too long assessment and reporting have been activities undertaken by teachers on behalf of their pupils with little or no involvement on the part of those for whose benefit the exercises have been designed. A central plank of the project is to involve the pupil more directly in the process of assessment and recording in the belief that such involvement will make a positive contribution to their education.

How might the Process benefit Learning?

1. By creating opportunities for the active participation of pupils through identifying, recording and reflecting on experiences and achievements.

2. By providing the opportunity to enhance self esteem by documenting something of real worth.

3. By encouraging pupils to take a share of the responsibility for their own development and progress, through target setting and review.

4. By providing reference material to enable focussed dialogue between pupil and teacher on a regular and systematic basis.

5. By drawing upon the pupils' perception of their strengths and weaknesses.

Pupils are invited to:
- reflect on their past experiences whilst recording;
- react to present performance in discussion with the tutor;
- decide on future goals.

They will be:
- developing skills, competences.
- gaining valuable personal insights;
- more actively involved in their education.

Concluding Statement

The process described above requires pupils to:
- consider their individual strengths and weaknesses and discuss what achievements to aim for;
- plan realistically to fulfil these aims;
- learn to monitor their own progress and see the value of compiling a record of their own achievements;
- agree a final summative statement.

It therefore follows that an essential part of the teacher's task will be to:
- sustain and support the pupil through the procedure of recording and reflecting upon their aims, interests, purposes and attainments.
- assist pupils to identify their needs and at the same time encourage them to take appropriate action;
- help pupils to identify key elements for inclusion in the final agreed statement.

All this needs to take place within a supportive atmosphere characterised by mutual trust and respect.

APPENDIX 3

DOCUMENTS RELATING TO THE DEVELOPMENT AND OPERATION OF THE SCHOOL'S ASSESSMENT PROCEDURE

MEMORANDUM

To: Heads of Year/Directors of Studies — From:

Re: Tutoring/Monitoring/Reporting — Date: 4.9.81

AIMS

1. To ensure that we optimise the use of our limited resources (time, energy and physical resources) for the benefit of our students and their parents/Guardians;
2. To encourage students and parents/guardians to share this responsibility with us.

APPROACH

Effective teaching/ tutoring aided by regular monitoring and a system of short and long reports, concerned primarily with effort and personal development.

STRUCTURE

7 main components -

(a) whole school/faculty/departmental assessment/evaluation of courses, use of resources and method
(b) regular monitoring of students' effort
(c) short reports - effort
(d) long reports - effort/achievement
(e) merit/RW/referral system
(f) final reference sheet (confidential)
(g) student self assessment.

OPERATION

1. Whole school/faculty/departmental assessment/evaluation existing system of formal and ad hoc committees and meetings.
2. Monitoring of students - use of single monitoring sheet - complete with current photograph (Appendix 1) giving a complete and regular assessment of a student's effort years 3 - 5.
   During the monitoring period sheets will be placed in separate tutor group ring files in the staff room.
   Colleagues have been advised that it will aid the monitoring process if sets/groups in their mark books are kept alphabetically in tutor group order. Sets, where appropriate, e.g. 1/3 should be entered/amended together with A, B or C assessment for effort.
3. Short Reports (Appendix 2 & 3) indicate to parents/guardians how hard we think their son/daughter is working in different subject areas. The only short report to carry an achievement grade follows 5th mock CSE/'O' Exams (Appendix 4). Tutors are responsible for compiling short reports which are based upon and are in the same order as monitoring sheets.
4. Long Reports
   (a) The first long report, 3rd Year precedes option choice and indicates assessment of individual effort together with an achievement grade related to the whole year group in a subject area.
   (b) The second long report is at the end of the spring term in the 4th Year and the achievement grade relates to the set/group ('O' level (O), CSE (C) mixed (O/C), school exam (S) or mixed (C/S)

(c) The third long report is at the end of the Christmas Term in the 5th year and is the same as (b) but with the addition of a recommended exam entry sheet.
(d) The fourth long report is in the spring term for 6.O and 6.A and is based on individual effort and achievement in relation to public exams.
(e) The fifth long report is at the end of the summer term for 6.A, followed by
(f) the final long report in the spring term for 7.A

SUMMARY Staff Monitoring - Short/Long Reports Years 3 - 5

4 Monitoring only
5 Monitoring/Short reports
3 Long reports
3 Parents Evenings
1 Option Evening

MERIT/RETURNED WORK/REFERRAL SYSTEM

Using a common slip with top copy to the student's tutor, carbon copies retained and/or passed to Director of Studies or Head of Department, Merits may be issued at discretion of individual members of staff: RW are for use where a pupil persists, etc (see attached). Referral indicates cause and nature of action taken by member of staff, for the information of a student's tutor.

FINAL REFERENCE SHEET (Appendix 5) - compiled by tutor/Head of Year

STUDENT SELF ASSESSMENT SHEET (Appendix 6) completed by student - during tutor period - on a half termly basis.

RESPONSE TO INFORMATION - Tutors, Senior Tutors, Head of Year - MC

3rd Year - 0 - 3 "C" assessment - act as judged appropriate and record on individual pastoral profile in student's file.
4 or more "C" assessment - consult/refer with senior tutor.

4th/5th Years - 0-2 "C" assessment - as above
3 or more "C" assessment - as above

In cases of serious and persistent concern action by Head of Year who may involve parents/guardians plus notifying MC. At MC's discretion pupil may be considered at a staff conference.

TUTOR GROUP ---------- NAME----------

RECORD OF SUBJECTIVE ASSESSMENT FOR INDIVIDUAL EFFORT

THIRD YEAR ( )

E	M	SC.B	SC.P	L.FR WS	L.DH	HI	GG	CR	CR.D CR.F	RE	MU	PE	DATE

ASSESSMENT

A - Good
B - Generally Satisfactory
C - Poor

NAME---------- TUTOR GROUP----------

FOURTH YEAR FIFTH YEAR

E	M	1	2	3	4	5	PE	E	M	1	2	3	4	5	PE	DATE

PLEASE FIX THIS INTO YOUR MARK BOOK FOR CONSTANT REFERENCE THROUGHOUT THE YEAR. From NG/MC

MONITORING and REPORTING

1. The first Third, Fourth and Lower Sixth Years' monitoring of the Autumn term will be for effort only.

2. All other Monitoring will be for effort and attainment.

   (a) Effort: Your subjective assessment of how hard you believe a particular student is working in your class which does not involve comparing one student with another

   1 = Good

   2 = Could do better

   3 = Poor

   (b) Attainment: In a subject teaching group and not relative to the attainment of the whole year group and therefore you might find it helpful to consider the following rough percentage guidelines for a teaching group:

A	=	Good	25%
B	=	Generally satisfactory	55%
C	=	Poor	20%

3. Short Reports

   These will be derived directly from monitoring sheets but please note the following interpretation for the Fifth Year post exam short report:

Effort	Attainment	Translates
1	A	Working hard and should do well at level indicated
1	B	Working hard and should reach "pass" grade at level indicated
1	C	Working hard but unlikely to reach "pass" grade at level indicated
2	B	Could/should work harded in order to do well at level indicated
2	C	Must work harder to reach "pass" grade at level indicated
3	C	Little real effort and unlikely to reach a "pass" grade at level indicated

4. Long reports

   (a) All Sixth Form long reports will follow grid described above as will Fifth Year long reports and must show the level of examination recommended. The comment should advise fully on public examination entry.
   Estimated grades must be entered on monitoring sheets.

   (b) Fourth Year will follow the monitoring effort and achievement grades together with full comments.

   (c) Third Year Effort grades remain as for monitoring but achievement grades are given in relation to the whole year group which together with meaningful comments should help with option choice:

P.T.O.

A	Very good
B+	Good
B	Average
B-	Below Average
C	Poor

For internal consumption only the following guidelines apply to help option guidance:

(a) A, B+ — possible 'O'/C.S.E. grade 1/2 candidate

B, B- — possible C.S.E. candidate

C — possible internal exam candidate

(b) The comment on the report MUST OFFER SPECIFIC GUIDANCE AS TO SUBJECT RECOMMENDATION, particularly where grades B & C are given, e.g. in Science is grade B a recommendation for single subject or Applied Science?

MEMORANDUM

To: All Staff

From: EG

Ref: Newton Monitoring

Ref: 28th September 1981

NEWTON MONITORING 28/9 - 2/10/81

AIM

This exercise is designed to record staff's subjective assessment of how hard they believe a student is working in their class. It is NOT concerned with achievement and does not involve comparing one student with another.

OPERATION

1. The monitoring sheets for each tutor group are filed, alphabetically, in separate ring folders in the staff room. THESE FOLDERS MUST NOT BE REMOVED FROM THE STAFFROOM without reference to HOY.
2. As this is the first monitor staff will need to indicate the relevant subject in each option - using bi-literal notation as per timetable.
3. Enter set in top square, i.e. 'O' ('O' level), 'C' (C.S.E.) O/C (Mixed), N (Internal Assessment) or C/N as appropriate.
4. Contrary to assessment notation on monitor sheet (A,B,C) use (1) Good, (2) Generally Satisfactory, (3) Poor and initial.

EXAMPLE:

E	L	1 GG	2 [illegible]	3 [illegible]	4 TD	5 [illegible]	EB
O/C	C	O/C	[illegible]	[illegible]	C	[illegible]	N
1	[illegible]	2	1	2	1	3	1
LB	GB	FB	EB	GB	HB	LB	TB

30/9/81

MEMORANDUM

To: All Staff

From: EG

Ref: Wyvern Monitoring

Ref: 9.10.81

WYVERN MONITORING 12th - 16th October, 1981

AIMS

1. To record your subjective assessment of how hard you believe a particular student is working in your class; this does not involve comparing one student with another.

2. To assess with reference to the teaching group, the level of attainment so far, e.g.
   (a) Ability sets - attainment criteria as appropriate to the particular "set".
   (b) Banding - attainment criteria as appropriate to particular "band".
   (c) Full ability groups - attainment criteria - determined by group, e.g. top 20% (MP will brief English staff).

OPERATION

1. Monitoring sheets, with photograph, in staff room.

2. Where appropriate enter set in top square, e.g. 5/6. Where banding is used (Social Studies) use the "band" as the set, and the total number of "bands" as total number of sets.

   i.e.

SS1	Band 1	1/3
SS2		
SS3	Band 2	2/3
SS4		
SS5		
SS6	Band 3	3/3

3. Draw a diagonal line across "grade" square from bottom left to top right.

4. Contrary to effort assessment notation on monitor sheet (A,B,C) use 1 - Good
   2 - Generally satisfactory (i.e. room for improvement)
   3 - Poor
   Record effort in top left segment of grade square

5. Using A - Good
   B - Generally satisfactory
   C - Poor
   Record attainment (as related to teaching group) in bottom right segment of grade square.

EXAMPLE:

	E	M	SC.B	SC.P	~~L.PH~~ WS	L.DH	HI	GG	CR	~~GR.B~~ CR.F	RE	MU	PE	DATE
SET 1/3		4/6	3/6	3/6			2/3	2/3						
GRADE	1/A	2/C	1/B	2/C	1/A	/	1/B	1/A	2/B	1/A	2/B	2/A	1/A	12/10/81
INITIALS														

MERIT SYSTEM

What are Merits?
What are References?
What do I do with them?

During the course of the term you will, we hope, gain Merit marks for your House.
What are Merit marks? These are awards made when you have completed work of a good quality, either in the classroom lesson or for homework. Additional merits are also awarded for sporting achievements, extra- curricular activities or being helpful. Certainly it is seen as just reward for all your efforts. So you should be encouraged to gain as many as you can, as in doing so you gain points for your House.

What are References? References are used in this system as a method of informing your Form Tutor and Head of Year of any disruptive or unco-operative behaviour or incident that you are responsible for.

YOU WILL BE SEEN by either , or if you are given a reference and you will be required to explain the error of your ways.

NAME JOHN SMITH — MERIT
TUTOR GROUP N X 4 — ~~RAW~~
HOUSE SAXON — ~~REFERENCE~~

COMMENT

An excellent piece of homework.
Well done!

DATE 2.11.85 SIGNATURE [signature]
PDS187.

NAME FRED SMITH — ~~MERIT~~
TUTOR GROUP N Z 3 — ~~RAW~~
HOUSE VIKING — REFERENCE

COMMENT I am continually having to discipline Fred for poor behaviour Can you deal with him please.

DATE 5.12.85 SIGNATURE [signature]
PDS187.

PLEASE FIX THIS INTO YOUR MARK BOOK FOR CONSTANT REFERENCE
THROUGHOUT THE YEAR 1984-85

Monitoring and Reporting

(N.B. Monitoring files will be placed in the staff room with pupils' names in alphabetical order, regardless of sex.)

1. The first monitoring of the Autumn Term for 3rd, 4th and Lower Sixth will be for effort only.

2. All other Monitoring will be for effort AND attainment.

   (a) EFFORT: Your subjective assessment of how hard you believe a particular student is working in in your class which does not involve comparing one student with another

   1 = Good
   2 = Could do better
   3 = Poor

   (b) ATTAINMENT: In a subject teaching group and not relative to the attainment of the whole year group and therefore you might find it helpful to consider the following rough percentage guidelines for a teaching group:

A	=	Good	25%
B	=	Generally satisfactory	55%
C	=	Poor	20%

3. SHORT REPORTS

   These will be derived directly from monitoring sheets in 2. above but please note the following interpretation for the 5th Year Short Report done immediately after mock exams.

EFFORT	ATTAINMENT	TRANSLATES
1	A	Working hard and should do well at level indicated
1	B	Working hard and should reach "pass" grade at level indicated
1	C	Working hard but unlikely to reach "pass" grade at level indicated
2	B	Could/should work harder in order to do well at level indicated
2	C	Must work harder to reach "pass" grade at level indicated
3	C	Little real effort and unlikely to reach a "pass" grade at level indicated

4. LONG REPORTS

   (a) All Sixth Form long reports will follow the 5th Year post exam short report described above.
   (b) 5th Year long reports will follow 5th Year post exam short report and must show the level of examination entry.
   Estimated grades must be entered on monitoring sheets.
   (c) 4th Year will follow the monitoring effort and achievement grades together with full comments.
   (d) 3rd Year Effort grades remain as for monitoring but Achievement grades are given in relation to the whole year group which together with meaningful comments should help with option choice:

   A Very good
   B+ Good
   B Average
   B- Below Average
   C Poor

   For internal consumption only the following guidelines apply to help option guidance:

   (i) A and B+ POSSIBLE 'O'/CSE grade 1/2 candidate

   B and B- POSSIBLE CSE candidate

   C POSSIBLE internal exam candidate

   (ii) The comment on the report MUST OFFER SPECIFIC GUIDANCE AS TO SUBJECT RECOMMENDATION, particularly where grades B & C are given, e.g. in Science is grade B a recommendation for single subject or Applied Science?

REPORT ON A. N. OTHER

DATE FEBRUARY '86

Explanation of grades - 3rd Year long reports

Effort grades reflect how hard we think your son/daughter is working in the subject indicated:

1. Good
2. Generally satisfactory but room for improvement
3. Poor

Attainment grades are given in relation to the whole year group and together with our comments should help with option choice:

A Very good
B+ Good
B Average
B- Below average
C Poor

NAME	A.N. OTHER	FORM	NZ4.
COMMENT	Overall this is a very pleasing and encouraging report. Anne has settled into the school and her studies very well. It is good to see that she acted upon the advice of her last report and has consequently shown the necessary improvement. I hope to see these efforts continued. Well done!		

Date JAN '86.

Head of Year

PDS187.

NAME	A.N. OTHER	ATTENDANCE	Good
FORM	NZ4.	PUNCTUALITY	Good.
COMMENT	Anne has improved in her three subjects which were causing concern on her last report. With continued effort she should do extremely well throughout her school career. Reading through her reports however, she does need to remember basic facts and recall them more readily at exam time. Keep up the good work.		

Form Tutor

NAME	A.N. OTHER	TUTOR GROUP	N Z4
SUBJECT	MATHS	EFFORT	1
SET	2	ACHIEVEMENT	A

Since last reporting Anne has shown significant improvement in her efforts and has consequently achieved more. Her understanding of problem solving is good. She must recall basic facts more readily however. Keep up this improvement.

Date JAN '86 ..... Signature

PDL393.

Some Guidelines

1. A School report is still a report (i.e. dictionary definition: 'make official, formal statement about .....') and as such should be couched in appropriate unequivocal language that will be understood by parent, child and tutor alike.

2. Know your child i.e. what they look like, the correct spelling of their name etc. It's a sad but true fact that naughty, demanding children; vivacious, intelligent ones, attractive ones all seem to command the reports that have had most time and thought spent on them. The quiet, unoffensive child of average intelligence with acne or some similar affliction also has parents who may hang on every word of every report sheet.

3. Know your facts. Many parents anxiously contact school upon receiving a report because terms like 'bad homework record' or 'bad attendance' have been used. You should know the exact number of homeworks missed and the exact dates a child was absent and as a matter of routine have contacted the tutor or Head of School when these problems first came to your notice. Retractions can be embarrassing, and parents have (successfully) insisted a report be re-written....

4. Keep your comments constructive, whatever your feelings, or the provocation. But neither does this mean you should disguise the truth. If for example a pupil is a perpetual pain don't use the report as a heaven-sent opportunity to retaliate. Do this and you may 'lose' them altogether. Mention some of the pupil's better qualities (of course there must be some) and give sensible simple practical advice on the steps to be taken to improve matters. Although the child may not seem to respond, your positive report will be an integral part of a team effort by pastoral and academic staff to win the child over.

Don't make personal attacks. These may be relatively innocuous to you, but to the child and parent, will be abundantly obvious e.g. 'unpleasant young man who seems to delight in preventing others from working', and so on.

6. If you are aware of some embarrassing family background problem avoid implying that you know in what you write. Bereavement and prolonged illness are especially difficult ones and are best left alone. If you feel your supportive comments may help the child, check with the Head of School first.

7. Don't be a wag! I have seen written (honestly!) 'spends all my lessons gazing out of the window day dreaming about fast motor bikes.' Who is that a comment about? Keep everything in a serious vein.

8. If you like a child and they respond well to your teaching, by all means let them know that the school and you value them as a student. But don't go overboard and create suffocating bonds of loyalty with over-abundant praise. Children change, as do their likes and fancies. A child who has been 'lifted' by your praise in the third year will be confused if you use the word 'disappointed' about their performance in, say, the Fourth Year.

The School Report is traditionally the basic formal means of communication between teachers and parents, and despite these enlightened times the stylised notion of a quaking infant accounting for himself before a displeased and imperious parent stubbornly persists. Now, more than ever, the report is not simply astatement about a child's academic and social progress. Like it or not the Report is also:-

a) a revealing and penetrating insight into the competence, efficiency and effectiveness of the individual teacher

b) an indication of the outlook of specific departments, in comparison with others, both in this school and elsewhere. It will also be an oblique statement about the energy, drive and imagination of a department and its leadership.

c) a statement about the underlying philosophy of a school, its aims and objectives. Reading reports from other schools is a dramatic, instant illustration of this.

All of this takes place against a background of increased critical awareness amongst parents, some of whom will freely dispute statements made about their offspring. Many others will not feel so confident and whilst disagreeing with a report, or failing to understand it, will say nothing. It is worthwhile remembering that for a child with very busy parents unable to attend parents' evenings, who is of average ability, who behaves himself and never gives rise to any problems, the school report may be the only point of contact between home and school, from start to finish.

The purpose of the School Report

To inform, in some detail, of a child's academic progress.
To comment on his/her strength and weaknesses.

To comment on the child's personal/social development as far as this impinges on achievement within a specific subject

To re-assure (or otherwise) parents that their child's behaviour is conforming to the standard expected by the school

To show that the child is known as an individual, whose needs are recognised and catered for

To suggest ways of improving academic performance and or conduct in a manner comprehensible to parent and child

Departmental Policy

Writing reports in accordance with departmental guidelines has obvious advantages. Heads of Departments receive reports from subject teachers before they are passed to Form Tutors and are thus in a position to advise subject teachers on problems associated with report writing.

9. Don't use reports to feed your ego. Examples? 'Since coming into my set Mary has made incredible progress. I really cannot understand why her obvious talent has taken so long to show itself'. This old favourite should be dropped because

   - 'this' would have been better than 'my'
   - incredible is rather ecstatic
   - the second sentance seems to imply the fault lies with another teacher, which is unfair.

10. If a pupil has had other brothers and sisters at the school who have been a source of constant trouble, don't imply in your report that he or she is tarred with the same brush. Any parent will appreciate their children being treated as individuals and not simply Smiths or Jones.

11. Tutors comments are of immense importance and should not simply summerise what everyone else has said. They should guide the parent through the report indicating strengths as well as weeknesses, always suggesting practical positive solutions. They should, also be optimistic. Refer, if possible to what a child has achieved within the Tutor group however insignificant. You have to accept that the tutor group is entitled to a fair measure of loyalty from you. Knocked about by the stern comments of eight subject teachers, it is up to you to salvage the remnants of the child's self-respect.so that he can feel he is doing something worthwhile inside the classroom.

APPENDIX 4

SENIOR TEACHER'S PAPER TO THE PASTORAL COMMITTEE

HS to Pastoral Committee (copies to JJ,NG,MC,RD)

The Question of Profiling 4.9.84

ne of the first matters the Committee will be asked to consider s that of, in addition to examination results, what information an we make available to provide a more adequate and useful profile f our pupils.

n discussion with Pat McGovern (from Durrington & Bath University) conclude that, whilst we have the beginnings of a sound system of rofiling/assessment, we can now look to develop these in a structured nd affective way.

t is hoped that Pat will be able to attend the first full meeting of the ommittee to provide an expert input of ideas and suggestions.

- Possible scope of profiling

It has been suggested that 3 broad areas should be included;

a) Subject assessments (i.e. our present monitoring system or similar) showing attainment and effort.
b) Personal achievements and activities (could this be provided by the pupils annually as an extract from their PPR folders or similar?)
c) Personal and Social skills - this has be contoversial in due to the dubious nature of the proforma currently used and its intended purpose. Clearly much work is needed in this area.

- Profiling Personal and Social Skills

RD presented to the Curriculum Committee (memo of 11.11.83) one example of an attempt to begin to do this - the C. &. G. '365 Vocational Preparation (General)' proforma entitled 'Attainments in basic abilities. This type of format presents a broadly cross-curricular grid of social and (mainly vocational) skills with descriptors for each skill of how a person would operate on a scale from 4 (basic level) to 1 (high level). I would refer you to the actual document although C. & G. have since much revised its details.

This sort of format is visually attractive, relatively easy to interpret both on an inter-active basis with pupils and also later, for potential employers or further education institutes including our 6th form.

Questions arise....a) If we were to use such a grid, who would design it and how?
b) Should assessments made on it be negotiated with pupils - it is suggested that it should be.
c) As such a grid is cross-curricular what relationship would tutor/HoY have with departmental staff to ensure adequate completion?
d) Would the use of such a grid be too demanding of time?

- PPR Files

Clearly we must carefully consider the role of PPR files vis-a-vis profiling - do they have any bearing?

Who would the profiles be for?

It should not be assumed that profiles are simply for a potential employer or further educator! Already we use the monitoring system, which does provide a form of academic profile, in an interactive way - as a diagnostic/preventative tool with the pupils. We should consider this use in discussions of broader profiling - particularly in relation to 2. above..

HS 4.9.84

APPENDIX 5

PROFILING: A BETTER DEAL FOR PUPILS
THE REPORT OF THE WORKING PARTY

215

PROFILING – a better deal for pupils?

ort of Profiling Sub-Committee to the Pastoral Committee.

April 1985

Report of recommendations of the Profiling Sub-Committee

The Sub-committee has met regularly since the Autumn term 1984, advised by Pat McGovern. This paper seeks not to give a rationale or justification of the whole question of profiling - Pat's two resource papers are appended for this purpose and with his consent. Here it is intended to summarise the conclusions of the sub-committee of how profiling may be introduced at Westwood St. Thomas.

IF YOU ARE NOT FAMILIAR WITH THE ARGUMENT ABOUT PROFILING, READ APPENDIX "A" BEFORE CONTINUING

A. THE 4 'AREAS'

It has been the conclusion if the group that, in order to have a comprehensive system of formative and summative profiling we should seek to build up records covering 4 "areas" of a pupils experience:

1. Academic progress and effort (i.e. falling in the scope of our current monitoring system).

2. Personal Qualities (Detailed proposals below).

3. Pupils Own Experiences and Involvements (This relates to PPR work and proposals are outlined below).

4. Basic, "Cross-Curricular" Skills. (See comments below - this area will need to fall within the scope of Faculties' work).

Justification for profiling in these areas is found in Pat's papers.

B. THE MAIN PROPOSALS

1. It is the contention of the group that is should be possible to introduce formative and summative profiling in areas 1, 2 and 3 in the intake year from the Spring term, 1986.

   Area 4 will need considerable discussion at DOS level or in Curriculum Committee and it is not part of detailed proposals in this paper.

2. Further it is proposed that an effective programme of INSET could be initiated for all staff - with great emphasis in the new, intake-year team - in the summer term in order that colleagues are realistically prepared for the different demands that profiling will bring.

3. Finally, and in the light of the new school day timings, it is argued that whilst different demands may result from formative profiling work, the time slots available will mean no significant increase in work load assuming colleagues are already fulfilling what is currently demanded of them in our Active Tutorial Programme.

C. PATTERNS OF PROFILING IN AREAS 1, 2 and 3

1. Academic Progress and Effort

i. At present our profiling is limited to a system of monitoring of these two factors, plus (at the summative stage) exam entries and results.

ii. The monitoring - roughly once a term - is based on a 3 point scale and is used:

a. Formatively - as a resource for counselling at tutor-pupil level (each pupil will discuss their monitoring grades with their tutor).

b. To "Catch" under-achievers - pupils may be "remonitored" after one or two weeks in order to ensure effort and achievement reach acceptable levels.

c. Summatively - both on short reports (Long report grades are transferred to monitoring sheets but the report itself is the basis for the inter-active elements) and to help Heads of Year to write references or Leaving Certificates at the end of the pupils' school careers.

iii. Although the group concludes that this monitoring should continue for the time-being much as it is, consideration should be given to

a. Consistent demand from some staff for a 5 point scale to be used.

b. The quality of short reports which could be thought to be too brief to be helpful to parents unfamiliar with educational shorthand and who would like to see more commented upon than is normally given.

c. The whole pattern of long and short reports in the light of this paper's conclusions.

2. PERSONAL QUALITIES

a. Introduction

As made clear in

APPENDIX B - "RESOURCE PAPER 3" by PAT McGOVERN

this area of profiling is the most contentious. However, as professionals, we have been expected to comment on personal qualities of our pupils for many purposes, both internal and external. By introducing both summative and (most significantly) formative profiling of personal qualities we may hope that our own observations and judgments of pupils are more considered and rationally based and that these judgments can be of positive help to pupils during their adolescent development. If a boy or girl is able to see that others have noted qualities that apparently lack maturity or appropriate development then we can hope realistically that he or she will be willing to try to do something about it.

At the heart of this element of formative profiling rests the qualities of wisdom and counsel a tutor is willing to give. There can be no question that active tutoring is expected; tutors need to encourage in dialogue with their

pupils using the profile as a source of information and guidance.

b. The Different Elements

The group identified 11 different Personal Qualities suitable for formative and summative profiling:

They are:

1. Attendance, punctuality and health.

2. Social Confidence.

3. Ability to do things for self without others to help.

4. Enthusiasm and energy evident when being asked to do something.

5. Willingness to take the lead or think of the things to do.

6. Openness or receptiveness to others' needs and opinions.

7. Perseverence and care - ability to work at a task, in-spite of difficulties, with due care and attention.

8. How the pupil gets on with his/her own age group.

9. How the pupil gets on with adults.

10. Presentation of pupil to others.

11. Adaptability and flexibility.

c. How Would These Qualities be Assessed?

i. It is proposed that, with the exception of No. 1 (Attendance etc.) periodic comments of tutors will be invited in response to a specific question. For further guidance a bank of "trigger" words covering many possibilities within that "quality" would be produced. This bank would serve as an idea resource not as a form of predefined list from which staff have to select. Tutors could refer to other staff as appropriate at this stage.

ii. At the same time pupils would be asked to write about themselves in response to a specific question (backed up with further ideas and examples) about the "quality" concerned.

PLEASE REFER TO APPENDIX C FOR PARTICULAR EXAMPLES OF STAFF AND PUPILS' QUESTIONS, WORD BANKS ETC.

iii. There would then follow a discussion between pupil and form-tutor (in one of the 6 tutor-time slots) in which a formative learning process should take place. Dis-agreements between staff and pupil comments could be neg-otiated and agreement sought. Areas of weakness and of potential growth can be identified.

iv. In certain cases it may be appropriate for reference to be made to the Head of Year or Senior Tutor for further action to be taken.

v. This whole element of profiling would be staged termly starting at the end of the Spring term of the intake(3rd) Year and ending at Easter in Year 5.

SEE COMMENTS BELOW ABOUT:-

1. SUMMATIVE PROFILING

2. LONG REPORTS.

3. PUPIL'S OWN EXPERIENCES AND INVOLVEMENTS

i. Clearly it is desirable that any "picture" of a pupil's progress should include a wider context than just the school. Many pupils belong to organisations of all sorts. Others have had experiences and oppotunities that are worth recording.

ii. In this element of profiling pupils would be asked to define, by their own choice, those experiences and involvements which would be recorded on a standard proforma (which by its design should stimulate careful completion). To help them with this task, PPR files should have been completed regularly so that a pupil can be reminded of appropriate experiences and involvements.

iii. Once completed, the proforma would be used in both a formative and summative manner. Immediately, tutors may feel it would help a pupil to discuss such factors as lack of outside interests or over-commitment in outside matters. In the end it would be an easy task to incorporate in any summative document the details of the most recently-completed part of the proforma.

SEE APPENDIX D FOR EXAMPLE OF PRO-FORMA FOR THIS ELEMENT OF PROFILING

4. BASIC "CROSS-CURRICULAR" SKILLS

i. The group spent much time considering the best way forward in this field. The Wiltshire Curriculum Policy Document was considered or a possible model from which to construct our criteria of assessment. Similarly, Faculties and Departments were approached to submit lists of skills basic to their objectives in that subject or area of the curriculum. All through this arose the feeling that we ought to be considering not only what we are teaching now but what skills we, as a school, wish to produce: what learning experiences are being constructed and what do we try to assess. What evidence could we look for to see if such skills were being taught?

ii. The implications of such questions go beyond the competency of the Pastoral Committee. Faculty reviews, the introduction of GCSE and other related matters in Curriculum Committee and Learning Group meetings all encourage the idea that it should

possible to draw from these strands at cross-faculty level to itemise those skills which as a school we consider basic to the needs of our pupils.

iii. Therefore it is the conclusion of the Sub-Committee that Cross-curricular skills profiling must be developed within a forum in which faculties are represented and which is willing to radically examine assessments in learning. It would be gratifying if support for this was found at all levels of the school - especially at SPC and Curriculum Committee. However, such developments would, inevitably. fall within the brief of the Deputy Head (curriculum).

d. The Summative Document

1. Profiling has been seen by the Working Party as an important tool in formative education. However, profiling must also serve the important role of providing a summary assessment of pupils at a moment in time (i.e. at the end of year 5 in this case) which is of a full and positive nature.

AGAIN - REFER TO APPENDIX A

FOR MORE ON THIS

2. At present . does provide a short summative document for all pupils in the form of a leaving certificate. This records aspects of personal qualities plus the results of any tests etc. that will not be recorded with our record of exam results. This certificate has been a tentative beginning upon which the Working Party would suggest we build.

3. The Working Party has not suggested that profiling as described in this paper be introduced in all years simultaneously. Rather, it should begin with the next intake year and build up from that. Thus the pressure to finalise the detailed form of the proposed new Leaving Certificate (ie. Summative Profile) is not immediate - and is probably best left for 18 months.

4. However (and ignoring profiling of basic cross-curricular skills) we can list the elements that would make such a document an adequate summative profile. They are:-

a). A prose summary of academic attainment and effort in school in the final year (drawn from monitoring file).

b). Details of exam entries and (as possible) results.

c). A prose summary, as agreed between tutor and pupil of pupil's personal qualities based on the final assessment.

d). A prose summary of the pupils own record of experiences, involvements, memberships and service - this as verified from PPR files and elsewhere and drawn from the pro-forma used for this purpose.

5. The tutor would be responsible for producing this certificate for approval by the Head of Year, signature by the Head Teacher and endorsement by the School Governors.

e. School Reports

1. Recently guidelines have been circulated to staff to encourage constructive reporting that does credit to the school. This paper has wider implications for the form and content of our long reports. Short reports, it is suggested, should remain much in the form they are presented at present, despite their limitations.

2. The long reports are to be of a full and balanced nature - attempting to present an assessment of each pupil as we see them " at that moment in time" and to offer positive comments for future development, then we should not ignore the possibility of incorporating the wider elements of this proposed profiling package into long reports. Thus there are strong arguments in favour of transforming the Head of Year and the Tutor comments pages into sections reflecting assessments of personal qualities and recording pupils involvements and experiences in and out of school. Such quality of reporting would be welcomed by pupils, parents and interested outside bodies.

3. Thus, and as part of the whole formative process, prose reflecting these two areas of assessment or record, could be drawn up with the pupils, much as such elements would be finalised with pupils for Leaving Certificates.

f. How Would It Work?

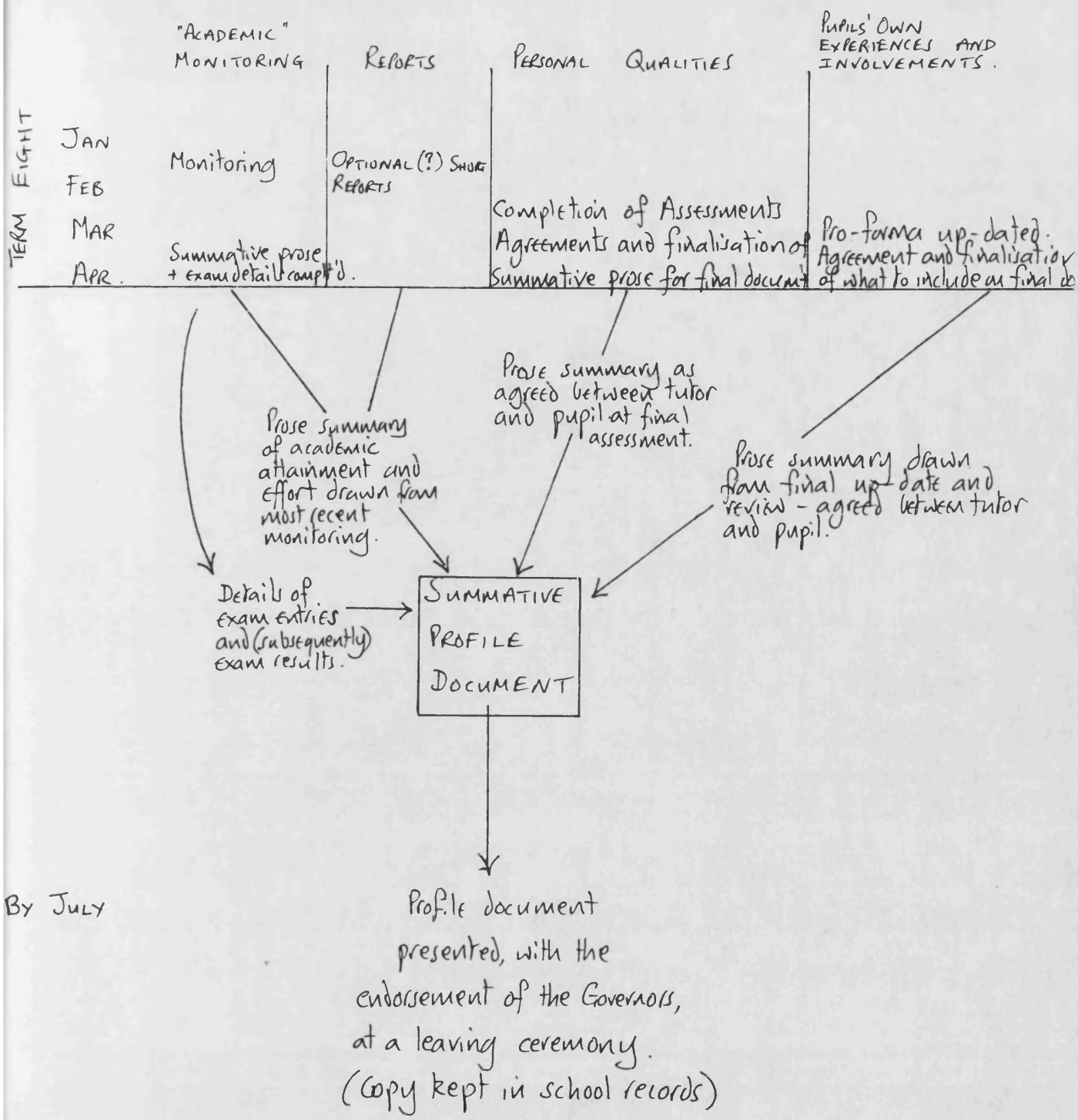
1. It is the conclusion of the Working Party that the time necessary for working this system of profiling must be found within our Active Tutorial Programme. It is also felt that the new school timings would, in balance, be of some help in making this process work.

2. In the following chart there is a term-by-term outline of each stage of the proposed process.

The Whole Process – A Draft Over-View

Term and Month	"Academic" Monitoring	Reports	Personal Qualities	Pupils' Own Experiences and Involvements
Term One: Sept, Oct, Nov, Dec	Monitoring	Short report	Introduction to this (and all aspects) as part of Active Tutorial Work "Induction" package.	PPR continues, from which the following should be drawn and verified:- Completion of pro-forma: discussed and verified.
Term Two: Jan, Feb, Mar, Apr	Long reports	Long reports	Completion of tutors' and pupils' Assessments ..... follow-up discussions and agreements	Pro-forma up-dated, verif and discussed.
Term Three: May, June, July	Monitoring		Completion of assessments, follow-up discussions and agreemts	Pro-forma up-dated, verif and discussed.
Term Four: Sept, Oct, Nov, Dec	Monitoring	Short report	Completion of Assessments, follow-up discussions and agreemts	Pro-forma up-dated, verifie and discussed.
Term Five: Jan, Feb, Mar, Apr	Monitoring		Completion of Assessments, follow-up discussions and agreements	Pro-forma up-dated, verifie and discussed.
Term Six: May, June, July	Long Reports	Long Reports	Completion of Assessments, follow-up discussions and agreements	Pro-forma up-dated, verifie and discussed.
Term Seven: Sept, Oct, Nov, Dec	Long reports	Long reports	Completion of Assessments, follow discussions and agreements	Pro-forma -up-dated, verified and discussed.

Continued/----



By July

Profile document presented, with the endorsement of the Governors, at a leaving ceremony. (Copy kept in school records)

H.W.B.S.

g. Staff Training

1. These proposals refer only to the initial introduction of this profiling scheme. In subsequent years, staff training would not involve the whole staff, only tutors of the new intake year.

2. This diagram represents the Working Party's proposals for INSET:-

Report presented to

Senior Management ← Pastoral Committee

If accepted then presented to SPC for outline agreement.

↓

All Staff Meeting in 2 parts:

a. Introduction to Profiling
Pat McGovern/Harry Stephens

b. Small groups discuss the proposals and submit written summaries of their conclusions.

↓

Working Party Reviews and Publishes Reports from Small Group Discussions.

If proposals are acceptable then.....

↓

For whole of New Intake-Year Team.....
A Day spent on a "Dry Run" - Trying out the whole process as proposed and evaluated by outside observers.

↓

Evaluation by Wroking Party and Finalisation of Procedures / Materials.

3. In this way it is hoped that when finally introduced the procedures and materials used will be adequate and that staff will be prepared for what will be demanded of them.

h. Questions for Discussion

1. Major Questions:

a). In principle, should the school attempt to introduce patterns of formative and summative profiling?

b). In general, do the proposals contained in this paper appear to be acceptable and workable?

c). What are the major problems you forsee in these proposals?

d). What are the strengths of these proposals?

2. Secondary Questions:

Comment on.....

a). Monitoring and its grading system.

b). The quality of our present reporting system.

c). A teacher's ability to comment on pupil's personal qualities.

d). The proposed list of personal qualities for assessment as given in C2b on page 3.

e). The proposals for the School Leaving Certificate.

f). The proposals for INSET.

.3.
April 1985

APPENDIX A

RESOURCE PAPER 1

A WIDER PATTERN OF ACCREDITATION

This short resource paper is an extract from a much longer paper which seeks to describe briefly the arguments behind the demand for a wider pattern of accreditation or profiling. After reading this paper you ought to be able to say what a "Profile" is and know something of the arguments in favour of their development. The aim of the paper is to provide the basis for discussion and to stimulate thought about the assessment practices found in school and in particular about methods of recording and presenting those assessments.

Background:

Secondary School Examination Council (1946):

"Every pupil on leaving secondary school should be provided with a comprehensive school report containing the fullest possible positive information about him and his abilities and potentialities."

Crowther Report (1959):

"Some of the purposes served by external examinations can also be met by a formal assessment by the school, at the time of leaving, of a pupil's performance and attainments, during his whole time at school. Irrespective of the growth of external examinations, we recommend that thought be given to the development of a system of leaving certificates on these lines."

Newsom Report (1963):

"Boys and Girls who stay at school until they are 16 may reasonably look for some record of achievement when the leave."

The Whole Curriculum (1974):

"To summarise our position, we believe that what are required in the 14-16 age range in the secondary school are not so much terminal measures of achievement to be used for selection purposes as kinds of assessments which provide teachers, parents and pupils with guidance ..... we believe that all pupils should be offered a documentary record at the completion of their secondary schooling. This record should be a balanced account of the pupil's attainments, interests and aspirations."

Practical Curriculum - School's Council (1981):

"But external examinations and tests are usually concerned with only a limited part of what a school is trying to achieve for its pupils. for that reason an examination certificate is of limited value even for pupils with successes in several subjects. The examination results need to be included in a full profile of a pupil's achievements."

Records of Achievement. Policy Statement DES (1984):

"20 years after the publication of the Newsom report, most young people leave school after 11 years or more of education with no comprehensive record of their educational attainments. Although about 90% of pupils obtain a graded result at 'O' Level or C.S.E. in at least one subject by the time they leave school, about 25% obtain graded results in 4 subjects or less and very few possess a record of their knowledge and skills in other subjects or of experiences and achievements which reflect personal and social qualities not tested by examinations. Yet the development of such qualities is a crucial aspect of education."

These are some of the reasons given for a wider pattern of accreditation and for the development of patterns of assessment which will serve the interests of pupils, parents, employers and indeed schools. This is not to say that the examination system has no part to play in the accreditation of pupils but that a wider pattern, which demanded the presentation of a more complete picture of the individual, recording not only the abilities, aptitudes and interests but also the range of experiences received would do much to re-orientate education and remove many of the weaknesses in the present system.

PROFILING

To the minds of many in the teaching profession the term "Profile" is used with little precision and there is a great deal of confusion and concern as a result. A clearer definition is needed if any fruitful analysis is to be made.

Definition: Mackintosh states that in relation to educational assessment the term "Profile" is used to describe "Multi-dimensional methods of presenting the results of the assessments of pupils or their work". It is not then a method of assessment but rather a way of presentation which is only as valid and as full as the information it seeks to present.

For the purposes of the first national survey of the use of pupil profiles (see ref. 2) - Profiles were identified as those documents , relatively few in number, which met four basic criteria:

1. The profile report should record the results of assessments of skills and qualities besides the traditional subject attainments. It should contain assessments of basic mathematical and language skills, cross-curricular skills such as listening and problem solving, practical skills such as the ability to use tools correctly and personal qualities such as punctuality and initiative.

2. This information should be presented in a structured form (though not necessarily graded) and roughly the same sort of information should be available for each pupil.

3. The profile report should be designed to be given to the pupils when they leave school rather than as a confidential document which is sent direct to users.

4. The profile report should be available to all pupils within the specified target group.

CONTENT

It is possible then to group the group the contents of a profile under four headings:

Subject Assessments

Based on pupil performance in the subjects which form the curriculum. These statements may make assessments concerning the success of the pupil in response to the demands of the course. They may highlight particular strengths or weaknesses and they may relate the experiences received by following the course. Graded tests might also be included and schools may wish to include the external examination results when they become available.

Cross Curricular Skills

These statements concern skills which are displayed across the curriculum and therefore generally involve the assessments of more than one member of staff. These skills are often divided into: Numerical, Literacy, Oral, Practical, Creative, Physical, Decision Making.

Personal and Social Skills/Characteristics

These statements can cause concern and difficulty. There are those who would claim that much of education is concerned with shaping attitudes and developing social skills and therefore claim that the affective domain is within the remit of education. There are others who would claim that education should be concerned solely with the cognitive domain. There are also problems of what to assess and how.

Personal Achievements/Experiences

Most profiles include the possibility of recording pupil achievements and experiences gained both in and out of school.

PROFILING AND ASSESSMENT

The value of the profile is based on the following assumptions about the purposes of educational assessments:

Assessment should:

1. Assist the pupil in the learning process.

2. Assist the teacher in the evaluation of the teaching programme.

3. Provide information for a third party.

Of course not every assessment would include all three purposes but it is important to ask the questions:

What is being assessed?
How is the assessment to be made?
Why is the assessment being made?
Who is the assessment for?

Assessments must be designed to fit the purpose for which they are intended.

The Purposes of Assessments

1. Assessment should assist the pupil in the learning process.

   - Assessment should inform about individual progress.
   - Assessment should enable a diagnosis of individual weaknesses.
   - Assessment should provide information to create a remedial programme.
   - Assessment should indicate strengths which can be built upon.
   - Assessment should provide motivation through success.

2. Assessment should assist the teacher in the evaluation of the teaching programme.

   - Assessment should indicate weak areas of teaching.
   - Assessment should indicate the strengths of the teaching programme.
   - Assessment should provide information for the evaluation of materials and methods.
   - Assessment should provide information for short and long term remedial action.

3. Assessment should provide information for others.

   - Assessment should provide information for parents.
   - Assessment should provide information for colleagues in school
   - Assessment should provide information for transfer.
   - Assessment should provide information for possible referral.
   - Assessment should provide information for guidance.

THE PURPOSE OF THE PROFILE

Formative Profiles:

Are a diagnostic instrument; they are developed continuously over a period of time, regularly updated and are intended to form an integral part of the learning process. As such they provide an opportunity for discussion between pupil and teacher, and for appropriate modifications to teaching and learning strategies in the light of strengths and weaknesses identified in the course of the assessment.

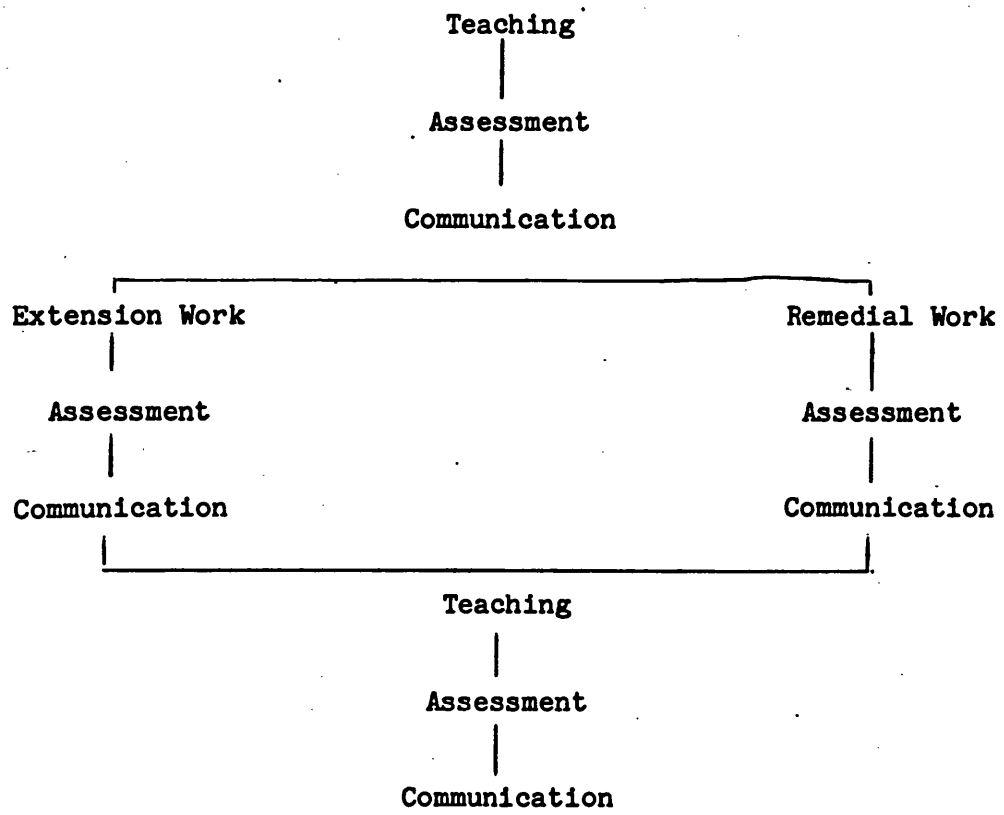
Summative Profiles:

Provide a final record and assessment of a pupil's achievements and abilities at the end of a course, available for the pupil to take away and use as evidence of attainment when applying for jobs or courses.

A summative profile may be based on the evidence from a formative profile, but it is unlikely that a single document can perform both functions.

It is crucial to understand the intended purposes of the profile and to see the relationship between the profile and the role of assessment in the learning process.

Model: Showing the role of assessment in the learning process



Some Questions:

1. How well do our current assessment practices assist the pupil in the learning process?

2. How valid a picture of the pupil is gained from considering current assessments? Just how well do we know our pupils from the information we gather at present?

3. How can we improve what we offer to our pupils?

References:

1. H.G. Mackintosh and D.E. Hale, Assessment and the Secondary School Teacher, 1976, R.K.P. P.108.

2. J. Balogh, Profile Reports for School Leavers, 1982, Schools Council.

RESOURCE PAPER 2.

PROFILE CRITERIA FOR GOOD PRACTICE

The following list is not prescriptive but reflects the views of what may be regarded as good practice: it contains relevant extracts from the D.E.S. Policy Statement on Records of Achievements July 1984.

(1) There are benefits in Profile Assessment for all pupils.

(2) Records of Achievement should be compiled and kept for ALL pupils (D.E.S.)

(3) Summary documents of Record should be available to all pupils on leaving school. (D.E.S.)

(4) The Profile should serve four main purposes:

- Recognition of Achievement
- Motivation and Personal Development
- Curriculum and Organisation
- A Document of Record

(D.E.S.)

(5) The profile should:

- Assist the pupil in the learning process
- Assist the teacher/school in the evaluation of the teaching programme
- Provide information for guidance
- Provide information for others (Parents, Employers)

(6) The profile system of reporting, recording and discussion between teacher and pupil should cover a pupil's progress and activities across the whole curriculum, both inside and outside the classroom, and possibly include activities outside the school. (D.E.S.)

(7) There should be regular dialogue between the teacher and pupil in order to fulfil the FORMATIVE aspects of the profile. (D.E.S.)

(8) The summary document of record will need to include at least two main components:

- Information, other than academic successes, which throws light on personal achievements and characteristics.

- Evidence of attainment in academic subjects and practical skills, including the results of any graded performance in public examinations.

(9) The summary document of record will need to be short, clear and concise and should be based on the cummulative information contained in the formative profile.

(10) The Profile could contain:

- Subject based assessments
- Cross-curricular assessments
- Personal and Social Skills assessments
- Personal Achievements and Experiences

(11) If employers and others are to make use of the summary document, they will need as much assurance as possible about the accuracy, reliability and significance of the information given. The record should be accredited by an appropriate outside organisation, such as the L.E.A. or groups of L.E.A. and/or an examination board, thus lending credibility and currency.

(12) The profile should cover the period from when pupils enter the secondary phase of schooling and school begin with an entry summarising achievements by the end of the primary phase. (Submitted by the Primary School).

(13) The school and not the pupil should be responsible for ensuring that records of achievements are maintained.

(14) Teachers must attest the achievements attributed to pupils in order that the record may gain sufficient credibility outside the school. (D.E.S.)

(15) The final summary document of record should become the property of the pupil. Schools should retain a copy and meet with reasonable requests for duplicate copies by pupils who need them. They should not however supply copies to anyone else without the pupil's permission. (D.E.S.)

(16) The profile ought to report on the positive aspects of each pupil and should not be catalogue of failures and inadequacies.

(17) The pupil should be central to the process and should make some contribution.

(18) There should be a profile co-ordinator for each pupil or group of pupils, who should know the pupil well and have ease of contact.

(19) The profile should be related to and reflect the curriculum of the school.

(20) The profile should be closely related to the record and reporting system or should constitute that system.

(21) The profile should be understood by the staff, pupils, parents, employers and the local community.

APPENDIX B

APPENDIX C

PROFILE

ASSESSMENT OF PERSONAL QUALITIES.

TUTOR'S SUMMARY

NAME _____

ASSESSMENT PERIOD. _____

ATTENDANCE

Number of attendances _____ out of maximum of _____

Comment (if any - and see 'Health' below)

PUNCTUALITY.

Number of times late _____

Comment (if any)

HEALTH.

---

2. PLEASE COMMENT ON WHETHER HE/SHE IS AT EASE IN A WIDE VARIETY OF SOCIAL CONTEXTS.

3. PLEASE COMMENT ON HIS/HER ABILITY TO WORK ON HIS/HER OWN.

4. PLEASE COMMENT ON HIS/HER ENTHUSIASM AND ENERGY WHEN ASKED TO TAKE ON A CERTAIN TASK.

5. PLEASE COMMENT ON HIS/HER WILLINGNESS TO TAKE THE LEAD OR THINK OF THINGS TO DO.

6. PLEASE COMMENT ON HOW OPEN OR RECEPTIVE HE/SHE IS TO OTHERS' NEEDS AND OPINIONS.

. PLEASE COMMENT ON HOW WELL HE/SHE PERSEVERES CAREFULLY WITH A TASK, IN THE FACE OF DIFFICULTIES.

8. PLEASE COMMENT ON HOW HE/SHE RELATES TO HIS/HER PEER GROUP.

9. PLEASE COMMENT ON HOW HE/SHE RELATES TO THOSE ADULTS HE/SHE MEETS IN POSITIONS OF AUTHORITY AND RESPONSIBILITY.

1o. PLEASE COMMENT ON HIS/HER APPEARANCE AT SCHOOL.

11. PLEASE COMMENT ON HIS/HER ADAPTABILITY AND FLEXIBILITY IN RELATION TO CHANGING SITUATIONS.

SIGNATURE OF TUTOR _____

SIGNATURE OF PUPIL _____

DATE _____.

(APPENDIX C Continued)

Extract from proposed staff guidance booklet that would be issued in support of the profiling process outlined in this report.

* * * * * * * * * * * * * * * *

Completion of Tutor's Summary Sheet for
Assessment of Personal Qualities.

When completing your part of the Personal Qualities assessment the following words may help you. These words can be drawn from directly to form prose comments as asked for on the sheet. Equally they may be used to indicate the broad areas within which your comments should fall. Comments you do write should be in sentence form and not as single words. In some cases your knowledge of a pupil may be insufficient. In such cases you should;

a) Seek suuportive evidence from colleagues.
b) In some cases make no comment at all.

After comparing your comments with those made on the Pupil's Assessment Sheet by pupils, discussion and agreement through (if appropriate) 'negotiation' should take place. This will be the cricial part of the formative process - it is at this stage that the pupil is likely to learn most about him/herself. It is at this point that active guidance and help can be given by the tutor.

In some cases, as the result of this 'negotiation' it may be appropriate to ammend or add to your original comments. Pupils in the last resort should be able to indicate their disagreements if unresolved. This should be done in red ink, below the 'offending' comment(s) and initialled or signed by the pupil. Similarly the tutor should reserve the right to add his/her own comments to the pupils comments on the Pupil's Assessment Sheet.

Suggestions to help you complete
Questions 11 to 11.

11. Attendance, Punctuality, Health.

In the comments sections for each part tutors should indicate such things as chronic illness, disability, hospitalisation, periods abroad, family holidays and similar matters. Where appropriate, reference to medical records rather than specific explanations should be given.

In any comment avoid putting 'good' or 'poor' - qualify statements as far as possible.

For Attendance and Punctuality no comment may be necessary. For Health some comment should be made.

	THE FOLLOWING WORDS MAY HELP YOUR DELIBERATIONS.
Social Confidence	Adaptable Withdrawn Tolerant Open Reticent Carefree Aggressive Cheerful Sensitive Friendly Anxious Pliant Uncertain Shy Timid
Ability to do things for Self without Others' Help	Self-sufficient Self-reliant Self-disciplined Self-confident Dependable Steadfast Determined Obstinant Unsure Prefers guidance

3.	(Continued)	Resourceful Staying-power Plodding Dogged Sees task through to completion Competent Capable Resolut in intent Purposeful.
4.	Enthusiasm and Energy Evident When Being Asked To Do Something.	Co-operative (or not) Conscientious Industrious Energetic Enthusiastic Lively Spirited Little interest or application Enterprising Volunteers Paticipates effectively Contributes fully Business-like Spontaneous Eager Imaginative approach Keen Zealous Prompt Willing Rash Over-active Disinterested Inactive Inert Leisurely Idle.
5.	Willingness to take the Lead or to Think of Things To DO.	Has initiative Confident Dominant Strong personality Assertive Modest Imposes ideas Constructive An instigator Induces others to act Influential A leader Bossy Unthinking follower Pursuasive Co-operates with others Forward planner/thinker Able to compromise Acts unprompted Passive Cautious Avoids attention Withdrawn Attention-seeker Seeks concensus.
6.	Openness or Receptiveness to Others' Needs and Opinions.	Empathetic Sensitive Considerate Understanding Insensitive Inconsiderate Uncaring Disinterested Uncaring Easily pursuaded Attentive Charitable Circumspect Kind Tactful Blunt Diplomatic Selfish Altruistic Concerned Forbearing Patient.
7.	Perseverance and Care: Ability to Work at a Task In Spite Of Difficulties With Due Care and Attention.	Constant Dedicated Determined Diligent Dogged Meticulous Perfectionist Gives in Slap-dash Careless Weak Resolute Tenacious Lacks purpose Negative Positive Easily defeated.
8.	How the Pupil Gets On With His/Her Own Age Group.	Isolate Gregarious Affable Amenable Congenial Warm Friendly Alienated Ostracised Friendless Loyal Supportive Popular Disliked Dependable Steadfast.
9.	How the Pupil Gets On With Adults.	Confident Aggressive Helpful Amenable Shy Compliant Resentful Talkative Apathetic Withdrawn Assertive Courteous Seeks Approval
10.	Presentation of Pupil to Others.	Smart Good bearing Spotless Untidy Well-presented Tidy Fashionable Uncaring Meticulous Dresses appropriately Unhygienic Unkempt Self-defacing Individualistic Self-inflicting (e.g. tattoos)

11. <u>Adaptability and Flexibility.</u>

Adaptable Excited Easy-going Conservative Confident Creative Threatened Hesitant Flexible Resourceful Inventive Resilient Bigoted Stands back Anxious Prejudiced Stubborn.

PROFILE

PUPILS' ASSESSMENT SHEET —— PERSONAL QUALITIES
(Refer to guidebook to help you with this sheet.)

YOUR NAME _____ ASSESSMENT PERIOD _____
(As given by tutor)

(Please answer the questions in full sentences.)

ATTENDANCE - has anything in particular affected your attendance?

PUNCTUALITY - has anything in particular caused you to be regularly late arriving at school?

HEALTH - is there anything that is affecting your school progress?

---

2. HOW EASY DO YOU FIND IT TO GET ON WITH OTHER PEOPLE?

3. HOW MUCH ARE YOU ABLE TO DO THINGS FOR YOURSELF WITHOUT EXPECTING OTHERS TO SHOW YOU OR HELP YOU?

4. HOW MUCH ENERGY AND ENTHUSIASM DO YOU SHOW WHEN YOU TAKE ON SOMETHING TO DO?

5. HOW WILLING ARE YOU TO TAKE THE LEAD OR THINK OF THINGS TO DO?

6. HOW WILLING ARE YOU TO CONSIDER THE NEEDS AND OPINIONS OF OTHERS?

7. HOW MUCH DO YOU STICK AT A TASK EVEN WHEN IT IS DIFFICULT?

8. HOW DO YOU GET ON WITH PEOPLE OF YOUR OWN AGE?

9. HOW DO YOU GET ON WITH ADULTS AROUND YOU?

10. HOW DO YOU THINK YOU APPEAR TO OTHERS IN THE WAY YOU DRESS AND LOOK?

11. HOW GOOD ARE YOU AT CHANGING YOUR MIND OR YOUR ATTITUDE WHEN THINGS AROUND YOU CHANGE?

SIGNATURE OF PUPIL _____

SIGNATURE OF TUTOR _____

DATE _____.

Extract from the proposed pupils' handbook aimed to help them to more fully understand the Pupil's Assessment Sheet - Personal Qualities.

* * * * * * * * * * * * * * * * * * * *

Filling in your 'Pupil's Assessment Sheet - Personal Qualities'.

Your tutor will give you careful guidance each time you are asked to complete one of these sheets. On the sheet you are asked to answer 11 questions in at least a sentence, probably a little more. Your answers and similar sentences written by your tutor at the same time on another sheet will be compared by you and your tutor together. What you have both written will be discussed and, hopefully, you will agree that what is written in both cases add up to a fair record of your personal qualities at that time.

The following give you more ideas to help you answer the questions on the sheet.

1. Attendance.	Ignore this question if your attendance has been good during the period in question. Mention periods of holidays or illness or other explanations of long or frequent absences.
Punctuality.	If you are always punctual at school ignore this question. If you are often late, explain why - be honest!
Health.	If our records already show a long-term complaint you do not need to mention it here. If you have had medical problems during the period in question they may have affected your school work - this should be mentioned. If all has been well, ignore this question or put 'Good health'.
2. Getting On With Others.	How do you feel when...meeting new people? being with adults? being with a group your age? in an unfamiliar situation? with younger children? How would you feel going to a party or meeting full of strangers? How would you feel if the headteacher sat at your table for lunch?
3. Doing Things For Yourself.	How soon do you seek guidance or help with a problem? Do you like to have a go at problems that may look difficult? How much do you stick at something even if it is difficult?
4. Your Enthusiasm And Energy.	Does your energy and enthusiasm for a task depend upon; a) Who else is involved as well as you? b) Who suggested you undertake the task? c) Whether it is voluntary or compulsory?

5. Willingness to Take the Lead.	How often do you volunteer? Do you seek to influence others? Is this for good or bad? Do you prefer to lead or be led?
6. Openness to Others.	Do you always listen to others' points of view? Do you try to understand what other people need? How do you react when others disagree with you?
7. Perseverance And Care.	Do you give up easily if a task is hard? Have you ever completed a task even though it took a long time and you had to struggle with it? Do you always take care with your work or do you prefer to rush things through?
8. Relationships With Your Own Age-Group.	Especially with fellow pupils at school - are you part of a group? What sort of group is it? Are you alone in school? Have you a few special friends? Have you one special friend? Do others appear to get on well with you?
9. Getting On With Adults.	Especially parents, teachers, youth club leaders, Police and others in postions of responsibility and authority. Are you at ease, or do you feel tense or nervous or embarrassed? Do you feel able to talk openly with them or do you keep quiet or what?
10. Your Appearance To Others.	Do you think you are a smart or an untidy person? Do you take care with your personal appearance? What about your personal hygiene? How would a fellow-pupil or a potential employer react to you at first sight? Do you walk or talk in a particular way?
11. Adaptability And Flexibility	Can you cope well woth new situations? How do you react when you start in a new class or with a new teacher? How do you feel if your plans have to be changed at short notice? What do you do if someone offers you the opportunity to do something brand new?

APPENDIX D

SCHOOL

PROFILE

Record of Personal Interests and Achievements

Name: _____

Date	Interest/Achievement	Verified by

SCHOOL AND COMMUNITY SERVICE

Name: _____

Date	Service	Verified by

APPENDIX 6

NOTES FROM THE MEETING ON 30 SEPTEMBER 1985

MINUTES OF THE PROFILING WORKING PARTY - 30TH SEPTEMBER 1985

Those present: HS, MA, KH, DB, JA and Pat McGovern.

1. The situation so far HS reviewd the work of last year, the report produced, and subsequent criticisms of it made by Pastoral Committee and County's Advisory Group. Criticisms have centred on:

   (a) Demands of time
   (b) Vocabulary
   (c) Mechanism for collating evidence for formative profiling

2. "WRAPP" (Wiltshire Records of Achievement and Profiling Project)

   Pat McGovern described the project, finded through "TRIST" ("T.V.E.I. - related in-service training" from M.S.C.). A separate booklet was tabled, and all members of the working party will receive one.

3. Plans for Future

   (a) All staff meeting, October 7th 1985 - it was agreed that this should have three elements:

   (i) A general introduction to profiling by Pat McGovern.
   (ii) An outline of the main conclusions in the school's profiling booklet.
   (iii) For those who feel able to stay, informal discussion and feedback for the Working Party's reflections.

   All staff will be invited to respond to questions on page 10 of the profiling report in writing individually or in interested groups. This to be done by 15th October in order that HS may collate and circulate all staff with this feedback. Staff response to be reflected upon at the Working Party's next meeting.

   (b) Pilot Work in School - it was agreed that each year would pilot work to evaluate selected aspects of the report's proposals.

   6th Form - JA to approach BH to try out formative work on personal qualities.

   Becket Year - KH will attempt to develop computer data handling for use in formative personal qualities profiling with a small number of pupils.

   Wyvern Year - MA to identify two tutors who could attempt to use the PPR - related formative work (see appendix D and page 4 (paras. 3 i, ii and iii)).

   Newton Year - DB with HS to invite EE to pilot personal qualities formative profiling with some or all of his tutor group.

   (c) Outside Visits

   KH visited Dorcan School, Swindon (27.9.85) to look at their use of computers in profiling.

4. Any other business
   (a) PPR - CW intends to step down from the PPR regional meetings. Senior management had asked one of the working party to take this on. KH and DB expressed an interest.
   (b) Date of Next meeting (subject to approval from Senior Management) - Wednesday November 6th, periods 1 and 2.

HS/SL 1.10.85.

APPENDIX 7

A COPY OF INVITATION TO INTERVIEW

Wiltshire Records of Achievement and Profile Project

Dear

I would like to talk with you during period on about the school's profiling developments. We could meet in unless somewhere else would be more convenient for you.

If this time is inconvenient perhaps you would suggest another on the slip below.

Best wishes

Pat McGovern

Please return this slip to my pigeon hole

Alternative time: period..... on.....

Name.....

APPENDIX 8

DOCUMENTS WHICH ACCOMPANIED THE PRESENTATION OF THE CASE STUDY TO THE SCHOOL STAFF

WRAPP

Wiltshire Records of Achievement and Profiling Project

Project Director: Patrick McGovern B.Ed M.Phil

Based at: University of Bath
School of Education
Claverton Down
Bath BA2 7AY

Tel. Bath (0225) 61244 Home (0985) 212604

September 1986

Dear

Please find attached the Case Study I spoke about at the beginning of term. I would be most grateful if you could find time to read it during the next two weeks.

In order to be able to make claims about the validity of the study I would ask you to indicate any areas or statements which you regard as inaccurate by writing across that part and returning the whole study, with your name on it, to my pigeon hole. I will arrange to come and talk with you about the inaccuracy. If there are no inaccuracies as far as you are concerned, please keep the study.

Secondly I want to use the study as part of my research and this involves allowing it to be read by groups of people outside the school. Would you please indicate on the sheet attached to the back of the study whether you are happy that it is presented in its current form. Please return the sheet to my pigeon hole.

I would like to take this opportunity to thank you once again for your help with this research.

Yours sincerely

P. McGovern
Project Director

PM/at

NAME _____

I am happy that the case study be presented to a wider audience in its current form.

YES ☐

NO ☐

SIGNED _____

Please return this form to my pigeon hole in main staffroom.

APPENDIX 9

MINUTES OF THE WORKING PARTY

PASTORAL COMMITTEE MEETING - 20.9.84

Present: NG, JC, PL, JA, DB, JU, HS, JG, TC and Pat McGovern.

Apologies: MC, RD.

1. Introduction

HS welcomed all especially Pat McGovern and outlined scope of committee.

2. Review of Current Tutorial Work

The current packages were outlined by Heads of Year.

3. The Question of Profiling

Two papers had been tabled (a) from H.S. (b) from Pat McGovern.

Pat McGovern spoke of his paper. IMS report recently pointed out that no summative or interactive profile is currently in use.

Our current monitoring procedures could, already, form part of a total profiling system.

PPR has same relevance - information could be extracted from the files by pupils to provide summative profile material about pupils' activities, achievements and experiences in and out of school.

Attention was drawn to the 3 questions that end Pat's paper.

The D.E.S. has produced "Records of Achievement - A statement of Policy" (July 1984). It indicates Records of Achievement are to be introduced by 1990 and in accordance with national guidlines. Whatever "profile" or record is produced it will go beyond just exam results and the document will be part of the formative process. A separate document "a document of record" would also be given to a school leaver - a summarisation from the material in the documents collected over whole secondary school period.

The document will not be confidential but will go to pupil at end of his school life (schools would probably copy the document).

The document will not claim to be able to predict subsequent achievements. It would be kept for all pupils and it would draw from progress and activities across the whole curriculum inside and outside school. A consultation process would ideally be built into this whole process.

Area needing most clarification is that of personal achievements and qualities and contoversial issues surround it. D.E.S. defines 3 possible strategies for this:

(a) Factual listing.
(b) Assessments by teachers perhaps drawing from (a).
(c) Pupils own accounts (e.g. as in PPR).

(b) and (c) are optional and rests on school policy. Questions of objectivity in relation to personal qualities do arise but are not some professional subjective judgments valid (as indeed is done with references).

The document would only include the positive, but should the subjective assessment of personal qualities be optional? (D.E.S. says yes.) The D.E.S. lays down suggestions to avoid abuse of such assessments.

"Ticks in boxes" are to be replaced by sentences for pupils, although in internal, formative profiling, an assessment grid could well employ some form of grid system.

In relation to exam any grade recorded as summative profile would relate to objectives of the exams concerned. The National Criterea and Guidlines of G.C.S.E. may help here.

Some recognition of needs of local employers would have to be taken in any design of a summative profile.

It was resolved:

(a) to obtain copies of the D.E.S. document.
(b) To invite Pat McGovern for next meeting.
(c) At next meeting - review of concrete examples in light of our own practices.

4. Date of next meeting - October 11th.

PASTORAL COMMITTEE MEETING - 11TH OCTOBER 1984

Present : JU, JC, TC, DB, MA, NG, JA, RD, HS and PAT McGOVERN.

1. Item 1 was deferred.

2. Pat McGovern and the question of profiling

Resource paper 2 was recommended as a check list for a working group.

Our present situation includes:

(a) An academic monitoring system as a starting point and this can be built upon.
(b) PPR - pupils' own experiences and achievements can be summarised from this. This will need formalisation.

The area we need to look at is profiling personal qualities - formative and in summative form. We must consider the final summative document and its availability.

Personal qualities - most contentious area. (Resource paper 3 was referred to) but if developed with pupils openly its legitimacy may be increased, particularly if any final document was not predictive in intention.

If this is accepted then some principles can be discussed (sheet provided by Pat McGovern) for such assessments.

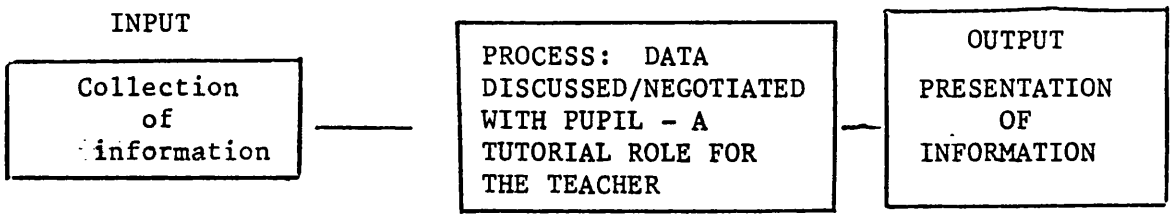
The question of what employers want had been researched into by Cambridge University. "The qualities of a good employee" put "knowledge" quite low whereas versatility and other such qualities were higher. Academic results still present an absolute base line for entry into some jobs. Beyond that other qualities are more important to potential employers. UCCA references place cognitive achievement low in information received.

Who writes all this? - Is it all guessed. Where is a systemmatic collation of material? Can there be a formative interactive and a summative procedure?

Pat McGovern presented ideas about:

(a) Assessment design e.g. Grading, factual accounts, progress grid, comment bank, check list, written statements.

(b) The process of assessment - bringing out into the open that personal qualities are important.



The process would be spaced with quite a long gap between imputs. Then the question arises as to how it will be summarised into written statements (e.g. a negotiated testimonials and agreed record) with the pupils.

Care with value judgments will heave to be taken and INSET would be necessary.

3. Future Development

1. Review present assessment systems.

2. Ask - what skills do we wish to assess, avoiding personality traits that cannot be considered developmental.

3. Ask - how is all the information to be collated being cautious about reliability.

4. Review when are best times to do this, bearing in mind staff time.

5. Ask - how can all this be summarised.

Thus, it was resolved: for outside evaluation e.g. 3 proposed model of profiling record of achievement for staff discussion.

DB, MA, HS, NG, RD, JA will form a working party.

HS/SL
16.10.84.

To Pastoral Committee

Profiling Working Party Meeting 4.12.84.

TC, DB, MA, HS, Pat McGovern. NG (in passing)

1. DB tabled all documents currently available in school within the potential scope of profiling.

PPR files provide basis for the summarising of pupils' own involvements, memberships and experiences in and out of School. The self-monitoring forms attempt this aspect as well as academic monitoring. A check list approach using simply worded questions termly presented for pupils to use would be one way to ensure adequate records in this area. Wyvern Year's interview sheets are another approach and could be used formatively by tutors. The Avon student profile has one model for this approach for extracting such information.

The old "Pastoral Profile" presents an example of a critea assessment approach which could be used inter actively with pupils for formative reasons, perhaps half termly. The'descriptors' would need careful scrutiny. Allowances for a dissenting view or special circumstances. This sheet approaches our weak area of personal qualities. The R.S.A. General Profile section presents a model for basic skills.

The first stage should be some form of summative profile of pupils on arrival from middle schools.

Any formative process will need to employ tutorial lesson time in which tutors are actively working.

R.S.A. profiling pattern offers certification - an idea to be considered, but County are prepared to validate any school's scheme.

Date of next meeting 10th January, 1984.

PASTORAL COMMITTEE

NOTES FROM PROFILING WORKING PARTY 10.1.84 -85

Those present: HS, DB, JA, MA, PAT MAGOVERN

Apologies: JC,TC

The meeting intended to identify means of profiling personal qualities and basic skills.

MAIN CONCLUSIONS

(a) Personal Qualities

(i) 11 groups of qualities were identified under this heading as the basis for this part of formative and summative profiling:

1. Attendance, punctuality, health.
2. Social confidence.
3. Ability to do things for self without others to help.
4. Enthusiasm and energy evident when being asked to do something.
5. Willingness to take the lead or think of things to do.
6. Openness or receptiveness to others' needs and opinions.
7. Perseverence and care - ability to work at a task, in spite of difficulties, with due care and attention.
8. How the pupil gets on with his/her own age group.
9. How the pupil gets on with adults.
10. Presentation of pupil to others.
11. Adaptability and flexibility.

(ii) It was proposed that this element of formative profiling would

- with the exception of item 1, invite periodic comments of staff using an "open comment bank" for guidance (e.g. as in Clwyd model)

- would invite comments from pupils stimulated by related questions for each item (e.g. as in Avon model).

- would be used as a part of active tutoring/pupil guidance.

- should allow for dissent/negotiation/agreement between tutor and pupil.

- should, as appropriate, allow outside confirmation of items (e.g. from responsible adults such as Youth leaders).

(iii) The process for each occasion of this profiling element through the 3 years would be something like:

(1) Pupils complete the blocks in their column of the appropriate pro-forma

↓

(2) On same proforma, tutors complete staff sections with guidance from comment bank and profiling booklet (to be designed)

↓

(3) Formative discussion with pupil by tutor - disagreements negotiated and areas of weakness/potential growth identified.

↑

(4) Reference to H.O.Y./S.T. in certain cases for further action as appropriate.

(iv) Frequency of this element of profiling - it was suggested that initially this should be completed termly starting at the end of the Easter term in year 3 and ending at Easter in year 5. From then the summative work can be worked on.

(v) Wider implications - Middle School 13+ profiles?

- Long reports?

(b) Basic Skills

(i) More detailed work will follow completion of Person Qualities section.

(ii) Initial proposals encompassed skills in the following groups:

Language
Numeracy
Study skills
Co-ordination
Concentration
Originality and creativity
Questioning

(HS will contact H.O.D.'s for their contributions to this element)

(iii) Consideration could be given to recording objective test scores in literacy and numeracy although this was not a major suggestion.

(c) Next meeting 18th January, 4.00 p.m. in H.E. Flat.

MEMORANDUM

To: Directors of Studies Heads of Department JJ, NG, MC, JA	From: HS
Ref:	Ref:

23rd January, 1985

Profiling Working Party

As you should be aware a working party is currently attempting to draw up proposals for more effective:

(a) Formative profiling (Assessments in Learning).

and (b) Summative profiling (a leaving summary of a students achievements and qualities).

Currently the group is examining the question of what may be termed "Basic" and "Cross-curricular" skills.

1. It would be most helpful if you could let me have an outline list of the 5 most important skills your department hopes pupils will learn through your subject.

2. Should you be able to attend you would be most welcome to the Working Party's discussions next Tuesday (29.1.85) in my office next to N19.

MINUTES OF PROFILING WORKING PARTY MEETING 7 February, 1985

Present: HS, DB, RK, MA, Pat McGovern

Apologies: JW

1. Progress so far was summarised. The question of how "evidence" was to be gained was further explored. The tutor would be a key figure in co-ordinating the gathering of evidence and stimulating pupils to gain supportive evidence about personal qualities and skills.

The whole process would be an integral part of the Active Tutorial Programme.

2. Cross-curricular skills and profiling The final Wilts. Curriculum Policy, now published, may provide a starting point.

Questions could be put to departments about whether and how they address themselves to those skills.

We need to ask not only what we are teaching now but what skills we wish to produce. What learning experiences are constructed and what do we try to assess? What evidence do we look for to see if such skills are being taught?

As a follow-up from faculty reviews we could address ourselves to the above questions.

What would probably be produced would be

a) Departmental assessments

↓

b) Termly summative assessment which would supercede reports

The new demand of preparing for GCSE would seem a good time to review skills and assessments thereof. It could focus minds on what is important in the curriculum.

Problems will arise in connection with the meaning of the word 'skills' and operational objectives within skills.

3. Thus it was proposed:

a) Liaise with NG about approaching DoS meeting
b) DoS's meeting to be invited to consider what is meant by skills in each curriculum area
c) DoS's to further consider how these skills may be assessed (e.g. via identifiable levels of competency or objectives)

4. In the longer term, a C.E.O. Day focussing on assessment in learning would be of worth. Further, each year group might be grouped for whole afternoons for meetings to consider the broader profiling proposals. This perhaps to be funded by County. Finally, a bid for a further C.E.O. day for all staff could lead to working through the process.

5. A bid to County must be made to include e.g.

£1,000 Inset plus
Grant for materials.

The meeting closed at 5.30 p.m.

(N.B. Please see subsequent letter sent to County in respect of 5 above.)

Minutes of the Profiling Group Meeting - Tuesday 26th February 1985

Those present; HS, DB, MA and Pat McGovern.

The purpose of the meeting was to detail the comment bank and questions for pupils in the proposed 'Personal Qualities' element of the developing package of profiling suggestions.

a) Comment Bank for Staff

The meeting agreed that a bank of trigger words as 'prompts' might serve the purpose better than complete statements in providing open suggestions for staff prose. From the prompts appropriate words could be drawn to combine with others. Thus a staff comment could be constructed.

Pat McGovern presented one example produced by a research student. This led into practical proposals for staff to prepare for the next meeting (see below)

b) Personal Qualities - Questions for pupils

The meeting tried tomconsider each of the proposed 11 areas in this category in turn.

i/ Health some question was raised about commenting upon pupils' health. It was felt that the initial input should be from pupils. Thereafter this could be updated co-operatively tutor with pupil.

ii/ Social Confidence The group decided that the basic question to put to pupils for this title should be;

"How easy do you find it to get on with other people?"

This should be supplemented (in a pupils guide booklet of suggestions) with ideas for the pupils to work from if appropriate. Examples would be....

Meeting new people
Being with adults
Being with a group of your own age
Being in an unfamiliar situation (alone or with friends)
Being with younger children
How would you feel going to a party or gathering full of strangers?
How would you feel if the headteacher sat at your table at lunch time?

c) Personal Qualities - practical work for the group

At this stage the meeting took up the suggestion of words as 'triggers' (see a) above). They began to examine what this could imply for the staff side of assessing Social Confidence. A model would be;

"Please comment on whether he/she is at ease in a wide variety of social contexts - the following words may help your deliberations."

Adaptable withdrawn tolerant open reticent carefree agressive cheerful sensitive friendly anxious pliant uncertain shy timid

In each of the Personal Qualities areas except for health this sort of pattern (of pupils' questions, suggestions,

staff question plus trigger-words bank) could be employed.

Thus it was resolved that, by the next meeting, members of the group would produce models for 3 of the remaining 9 areas of personal qualities consisting of

i. Basic question for pupil.
ii. Supplementary suggestions/ideas to help pupils.
iii. Basic question for staff.
iv. Trigger-words for the use of staff.

Work was divided up as follows;

MA - Ability to do things for self without others to help.
- Enthusiasm and energy evident when being asked to do something.
- Willingness to take the lead or think of things to do.

DB - Openness or receptiveness to others' needs and opinions.
- Perseverence and care; ability to work at a task in spite of difficulties, with due care and attention.
- How the pupil gets on with his/her own age group.

HS - How the pupil gets on with adults.
- Presentation of pupil to others.
- Adaptability and flexibility.

d) Date of Next Meeting.

Thursday 7th March with the intention of meeting frequently until the end of term to complete an outline package to take to Pastoral Committee, Senior Management and SPC.

- Workshop 13 March

HS ~~meeting~~ 17th April

MEMORANDUM

To: ALL STAFF	From: HS
Ref: STAFF INSET SESSION - October 7th, 1985	Ref:

25th September, 1985

PROFILING

Please find herewith a copy of the study made by our Profiling Working Party and its conclusions made in April (just as the action began to take effect).

MONDAY'S SESSION

This will be an attempt to share with staff the scope of profiling and a model for its possible development in our school. A theoretical introduction will be given by Pat McGovern, WRAPP project leader (see below) and research student at Bath University.

May I draw your attention to the questions set out on page 10 of the booklet - your response to these will be invited and form the fuel for any forthcoming development work in co-operation with WRAPP (see below).

DEVELOPMENTS SINCE APRIL AND TO DATE

1. The action has made redundant any attempts at the moment to pursue the development model outlined on page 9. Only the Pastoral Committee and Senior Management team have considered the report and offered specific criticisms with general approval for its principles.

2. WRAPP (Wiltshire Records of Achievement and Profiling Project) - a TRIST funded (from MSC) project of which our school is a member. 10 schools belong, co-ordinated by Pat McGovern. We receive 1½ days supply cover to allow development work in school, at the University and for visits to other schools etc. Already this time is being used as will be outlined on 7th October. Money is also provided through WRAPP.

3. Specific criticisms of the proposals in the booklet have been made in Pastoral Committee and at County's Profiling Advisory Group. In particular -

   (a) Demands of time implied.

   (b) Vocabulary facing pupils (see last 2 sides of Appendix C).

4. A re-vamped profiling sub-committee will be pursuing the practical application of improved systems that could be considered to meet criticisms.

NOW READ ON PLEASE!

MEMORANDUM

To: JA, DB, MA, KH, PM	From: HS
Ref:	Ref: HS/SL

AGENDA FOR PROFILING GROUP MEETING Wednesday 6th November, 1985

(periods 1 and 2 in HS's Office)

1. Minutes of last meeting.
2. Matters arising not already on the agenda.
3. Staff response to INSET session:
4. Pilot work: (a) Newton Year (HS)
   (b) Wyvern Year (MA)
   (c) Becket Year (KH)
   (d) Sixth Form (JA)
5. KH's report on use of computers (please bring your copy) - proposal to formulate a bid to County to fund these developments.
6. WRAPP sessions at Bath and elsewhere (PM).
7. Forward plans.
8. Any other business.

Minutes of the Profiling Sub-Committee Meeting held on 12th January 1986.

Those present; HS, KH, MA, DB.
Apologies; JA

1. Matters Arising from Previous Minutes

PPR Meetings - nothing more had developed abput this.

2. Report of Autumn Term 1985 Profiling Work.

A paper was tabled by HS which had been presented to the WRAPP session with Peter Biggs at the end of the term.

3. Progress With Pilot Work.

a) NEWTON YEAR - EE had not initiated this. He had found too many obstacles an inadequate INSET for this. The time factor and the need for adequate preparation are thus highlighted as paramount concerns. Thus the suggestion that some time for formative profiling be built into the formal tutorial programme was considered. However it has become apparent that attempting to profile all students at one time will not be practical.

b) WYVERN YEAR - 2 groups were to be involved (BV & JW) with work related to PPR. MA reported that she had visited the groups concerned twice. JW has been away and thus WZ5 have not become involved further. BV has been making progress with some apparent success. He is to be invited to submit his report at the next meeting.

c) COMPUTERS - it is accepted that time and organisation problems can be partly answered by our computing proposals. Our bid for cash for hard- and software had resulted in a disappointing meeting with Ed Larkin. HS was asked to contact Peter Biggs as soon as possible to clarify the situation with our bid.

If and when computer inputing by pupils does begin, I.T training (e.g. in S.E. or the Tutorial programme) will essential.

d) 6th FORM - in the absence of JA, HS reported four key points that have emerged from the pilot work in the sixth form;

i/ Value; the formative work has shown marked success.

ii/ Time; it takes much time to fully implement the personal qualities formative profiling work.

iii/ Knowledge; it is evident that those profiling must know the pupil well - just being a form tutor is not sufficient.

iv/ Employers; their expectations seem somewhat conservative.

4. Future Development Work

HS tabled outline proposals. It was felt that JJ, NG & MC should

be kept fully informed of plans and developments. Points arising from the proposals;

a) Computers - trial work will hope to use NZ2BB as a pilot with the MPSS database.
b) Wyvern - BV to be invited to the next meeting to report on his work.
c) Newton - EE to be invited to try the work as originally proposed - time will be offered to him for preparation.
d) 6th Form - work to continue with the possibility of trying some computer work with selected students. JA will be asked for his evaluation of work so far.

Further to these, the working party asked MA & DB to work together to examine the processes as proposed in the personal qualities profiling proposals. Consideration to be given to increasing pupil involvement in collecting evidence from su bject teachers. MA & DB agreed to return with positive proposals or suggestions at the next meeting.

5. INSET requirements

i/ This will be needed if and when computers are to be tried out
ii/ Further information will need to be rpepared prior to more extensive pilot work.
iii/ It was suggested that all staff partly involved in the work be invited to a workshop.

6. Work in Faculties

HS is liaising.

MEMORANDUM

To: PMG, DB, MA, KH, SK, JA

From: HS

Ref: Profiling Meeting

Ref: HS/SL

WEDNESDAY 23rd APRIL

10th April, 1986

MC has agreed to give us periods 1 - 4 for this meeting to allow us to get right through the agenda without a desperate rush (SK and JA are asked to teach P4).

Proposed Agenda:

1. Minutes of last meeting.
2. Matters Arising.
3. Review of work since last meeting:

   (a) WRAPP (PMG)

   (b) Pilot work (HS, JA, MA)

   (c) Becket leaving certificates (HS)

   (d) SK/PMG - work with Special Needs pupils (Video)

4. PMG's research progress.
5. Money.
6. Streamlining the personal qualities formative work:

   (a) MA/DB's conclusions

   (b) Progress with MPSS computer programme (KH in N20)

7. Summative documents (HS)
8. Completing the package of "pastoral" profiling

   (a) Identifying the elements

   (b) Completing the materials - workshop day(s)

   (c) INSET plans

9. Any other business.
10. Date of next meeting.

HS to Pastoral Committee, Senior Management, PMG, SK.

Minutes of the Profiling Working Party's Meeting, 23rd April 1986

Those present; JA, PMG, KH, HS, DB, SK, MA.

1. The minutes of the last meeting were agreed.

2. There were no matters arising that were not on the meeting's agenda.

3. REVIEW OF WORK SINCE LAST MEETING:

a) WRAPP; PMG presented his summary report on the progress of WRAPP. Reference was made to the conference held for head teachers in January. This had raised key questions about resource implications for schools of profiling proposals:- money, staffing and timetabling.

reference was also made to WRAPP coordinators' meetings, especially;
i/ The session for 16+ providers - condiering the transfer or summary document of record and the process of their production.
ii/ Consideration of planned development programmes in schools.
iii/ The INSET days at Swindon.

b) BECKET SUMMATIVE DOCUMENTS; internal draft documents, based on material from the Suffolk project, had been used in Becket year to provide the school, in the absence of any 5th year reports, with something for the file that summates the year for each pupil and provides for some reflective comments both by staff and pupils. Apparently the pupils had responded well to being asked to complete their parts.

C) SIXTH FORM; JA expanded on the comments presented at the last meeting (in his absence) about formative negotiations. He reported that there was much positive feeling about these negotiations on the part of the students. The product has contained the words of the students themselves.

Staff feedback has, similarly, been positive. However it is clear that in such negotiations the tutor may not be in the best position to know.... there is a need to liaise with other staff. Further, we must examine how well we are able to assess personal qualities within the school context. What about part-time work? How do we recognise outside commitments?

In the matter of proces, it was felt helpful for both staff and student to complete separate statements rather than work together on the same one. this helped to highlight issues.

D) SPECIAL NEEDS PUPILS (SK/PMG); in looking for a way that less able pupils can project themselves more effectively, SK had explored discussions which are recorded as a means of formative profiling.

A video was shown and a paper tabled summarising this work.

E) PPR SUMMATIVE WORK (MA); this has been in operation for the past 1½ terms. Questions have arisen about accreditation/ verification of entries. Two methods were outlined by MA neither of which has been fully satisfactory. The suggestion was made of a card in a 'carrier' which could be taken out of school for signatures/stamps etc. Official stamps would always be expected.

Due to the ill-health of JW (one of the pilot-work tutors) MA agreed to approach KG to try this work with the additional aupport of the guide booklet (adapted) from the Suffolk project, which has been much admired in the County.

4. PMG's RESEARCH WORK

Pat tabled a full report of the results of his in-school researches so far (now circulated to all staff). Further work to be completed was outlined.

Pat's researches show clearly that the staff strongly support the principles and philosophy of profiling. There is now a need for a clarification of school policy on this from Senior Management. Action has been retarding this to date.

5. FUNDING AND RESOURCES

This is still awaited but the working party asked that a curriculum development beid be made to JJ to include funding for ancilliary help and for the production of materials. Further we will need to support INSET with any year-group that may be involved with initiating the package as now envisaged.

6. STREAMLINING THE PROCESSES

MA & DB had concentrated on considering a better process whereby pupils could gather comments from staff for form tutors in the area of personal qualities. A system of comment cards was outlined which would demand more from pupils and less from staff. Good pupils preparation would be essential. Proposed timings were also given.

(see after next item for continuation)

7. PROGRESS WITH MPSS DATABASE PILOT WORK (KH)

KH has already circulated much about this and Information Technology in general. It is clear to the Working Party that IT will have a radical impact upon schools in the next few years. Thus, we should seek to embrace it now. KH has shown that computers have radical implications for basic information storage, PPR work, monitoring and personal qualities profiling. Similarly, faculties are already looking at the potential of computers to help them with the development of Faculty Profiling procedures.

The meeting ended by looking at KH's printed-out results of pilot work and the agreement that MA, DB, KH & PMG would meet a.s.a.p to formulate detailed proposals combining their work so far.

As there was no time left, the meeting ended having abandoned the rest of the agenda.

SENIOR MANAGEMENT

Profiling - Report of where we are and where we could go given a green light

1. Preamble

For nearly 2 years we have developed an understanding and evolved proposal for what could broadly be termed "pastoral profiling", both formative and summertive. I feel we must make a commitment to some clear action soon, otherwise it is unlikely I can sustain the commitment and enthusiasm of my profiling team. Equally it would mean a further postponement of any in-school INSET which June and July could allow.

2. An Item by Item summary of what we are doing and are in a position to initiate for September 1986

A BECKET YEAR

(i) PPR - We cease to receive county finding for files this year, yet PPR has been seen as a valuable tool by many tutors, notably in Newton Year this year.

I propose we promote PPR, but in an adapted form, serving both a formative and a summative purpose:-

- Firstly pupils to be issued with a good quality writing book to be used in place of, but in a similar way to PPRfiles (i.e. an on-going log or journal). These to be keptin tutor bases at all times.

- Secondly (and see (ii) below) by use of small cards - items for outside accreditation can be taken home and later entered in PPR book and endorsed by tutor.

- Thirdly, at about 6 monthly (possibly termly) intervals, a summary sheet is completed for file. This will be entered as pupils decide after careful guidance (pilot work currently being tried in Wyvern). KH proposes piloting use of computers for this stage with 1 tutor group.

(ii) Personal Qualities Profiling - We are keen to initiate this for it is this element that will falter critically if we can not make real steps forward now. Already significant experience has been gained in pilot work. Pat MacGovern's research shows a sympathetic staff!

Thus I seek agreement to work with JC and KH to intitiate the following:

- Production of materials (staff guide booklet, pupils' guides, files and cards) based on the recommendations currently being formulated by MA, DB and KH. These streamline the detailed proposals for the formative process. They provide for pupils to gather for themselves the "evidence" of qualities from the tutor and at least 2 other staff. Cards would require a simple (but forgery-proof) system of endorsement of written statements.

- INSET with Becket Year during June and July introducing and trying out process of negotiation (e.g. by use of dry runs, reviewing SK's work on video and by discussion) and, working the Becket Year as a team allowing them to feel a part of the development process.

- Re-shaping the tutorial programme to allow for Personal Qualities Profiling and necessary pupil preparations.

- To explore the possibilities of entering negotiated statements (along with PPR if a success - see above) onto computer - KH can present results of pilot work which demonstrates the immense possibilities for record-keeping and reporting by so doing.

(iii) Monitoring - to continue in its present form but with the addition of entering grades into computer records which makes sound sense and is simple to do
- to allow KH to pilot a new process, with age tutor group, of grade-gathering where pupils collect these on a standardised card from their teachers. These then to be entered up directly into computer thus saving on Kalimazoo files. This would be introduced after negotiations through faculties /SPC .

(iv) Basic Documents - to review and revise these so that they can be linked to any of the above. The MPSS programme has impressed us - KH's presentation must be taken seriously for it provides for us all to have readily available facilities only fragmentarily available at present.
- that any revised basic document be entered by one of the office staff who would also be used for entering in (where necessary) other data for personal profiles.

(v) Reports - Long reports should now be linked to (i) (ii) and (iii) above and tutors should be able to draw from profiles to produce appropriate details and comments for there.

(for the time being, subject reports would remain as at present but would also be likely to improve as Faculty Profiling evolves)

- short reports - computers can print these out from monitoring grades (see KH's example). In the short run they would stay as at present.

B. NEWTON YEAR

Monitoring and PPR to continue as for 1985-86. No personal qualities work this year.

C. WYVERN YEAR

(i) Summative Learning Document of Record

In the light of positive response to proposals recently for Becket leavers, I propose the following
- Staff INSET at year meetings to explore personal qualities profiling and negotions.
- In Spring term tutors to prepare the draft simmative documents by guiding pupils and providing time to complete the factual elements and agree a negotiated statement of achievement.
- From this final leaving documents to be typed up for all not going into further education.
Draft documents then to be filed for future reference.

(ii) PPR - to continue (BV and KG are already piloting work on the process of simmating PPR entries at regular intervals for the file).
- in Spring term, summaries to be entered onto draft leaving document as part of (i) above.

- pupils to be given TPR files to take away at end of Spring term.

(iii) Reports - as in the past

D. SIXTH FORM We await CPVE developments but clearly JA hopes to harmonise developments.

3. Conculsions

(i) I suggest we should and can act now. If we wait, we will be waiting for another year and have gone off the boil.

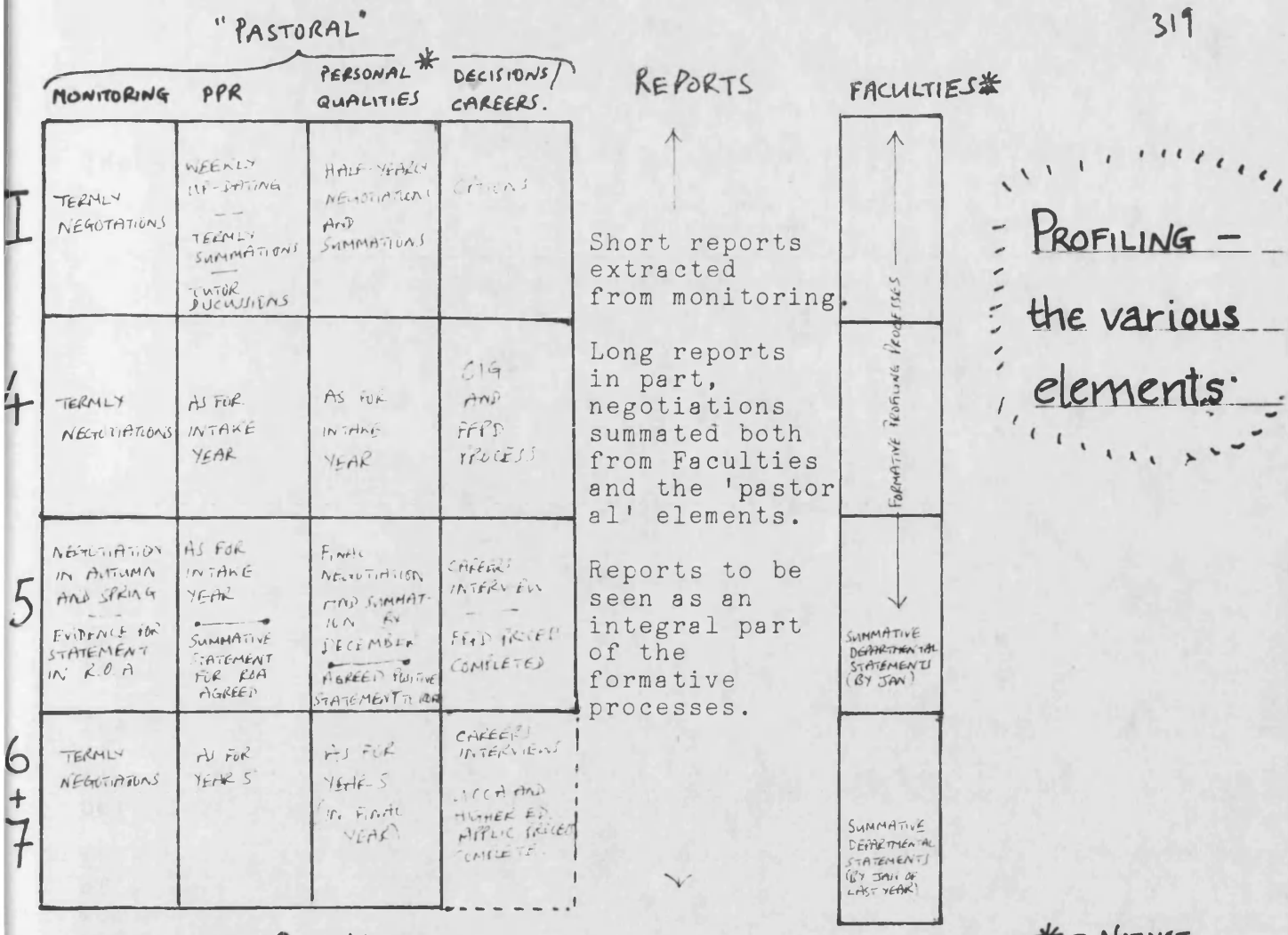
(ii) Most of the INSET can be provided in school time.

(iii) KH has made proposals for IT which include some of his development work in profiling. We should actively persue this, initially by hearing him out, looking at what he has produced already and inviting AY to participate as organiser of the computing facilities.

(iv) Funding - WPAPP will give us little, thus we should find the following from school resources:-

- Books, Lever-arch files, file cards, other forms, booklets and additional stationery.
- INSET costs
- Ancillary help with paperwork and computer work.
- Further facilities in computing such as networking for N20 and (now at £600) a Winchester 20MB hard-disc system which would hold all our data (as described elsewhere).

HS 26. 4.86



THE FINAL PRODUCTS FOR LEAVERS

WRAPP has established the principle that there should be two products for school leavers;

a) the 'RECORD OF ACHIEVEMENT' - the exclusive property of the leaver.

b) the 'STATEMENT OF ACHIEVEMENT' - essentially an abstract of the Record of Achievement, and kept also by the school for use as an open testimonial/open C.V..

The Statement of Achievement would replace a leaver's certificate.

THE RECORD OF ACHIEVEMENT

In December, or by January at the latest, of the fifth year or the final year of the 6th form, a composite file of positive statements would be put together. This would be what the student takes away. Information in the file would include;

CONTINUED

(Record of Achievement cont'd)

a) A negotiated statement of personal qualities.
b) Summary departmental statements.
c) A list of examination entries for the coming summer.
d) A list of exams already taken with results, if known.
e) Other external awards/certificates gained (e.g. Duke of Edinburgh's Awards).
f) A summation from PPR files, as selected by the student, of personal experiences, responsibilites, service etc. and as authenticated by the tutor.
g) A record of decisions relating to the elements of FFPD and/or 6th form decisions.

THE STATEMENT OF ACHIEVEMENT

This would be prepared at the same time as the ROA (to allow for its use as applications begin in or before January).

The Statement of Achievement would serve as an agreed summary of certain things found in the larger ROA. It would be concise, fitting on 4 sides of A4 - using a county-printed format but personalised for our school.

This statement would, in fact, be issued as a summary first-sheet of a student's ROA, but also be kept on file in school. School would be able to use this statement as an open testimonial or endorsed C.V.. Thus we would cease to issue separate references. The only extra information we would give to appropriate applicants would be estimated grades and suitability of candidates for courses at (for example) F.E. College.

The Statement of Achievement would contain;

PAGE ONE: School name, badge, introductory/explanatory comment, Name and DoB of student, signatures of HoY/HT.

PAGE TWO: The negotiated statement of personal qualities as found in the main ROA.

PAGE THREE: An agreed statement of achievements - the summation from PPR files as in (f) above.

PAGE FOUR: Tutor's comments about attendance and punctuality, list of courses studied and exams entered, exams already taken and results (if known), other awards and certificates from external sources.

The Statement of Achievement would be, therefore, of considerable help and importance to both student and school. It would replace any form of school certificate.

HWBS 5/86

PAT 321

PROPOSALS FOR INTRODUCING PERSONAL PROFILING IN THE INTAKE YEAR.

THESE PROPOSALS WERE PRODUCED BY A WORKING PARTY CONSISTING OF DB, MA, RH AND PAT MCGOVERN.

IF THESE PROPOSALS WERE INTRODUCED THEY WOULD REPLACE THE PRESENT SYSTEM OF LONG AND SHORT REPORTS AND INTRODUCE A NEW ELEMENT INTO OUR MONITORING PROCEDURE. THEY DO NOT RELY ON COMPUTER DATA HANDLING ALTHOUGH THERE WOULD BE MANY ADVANTAGES IF THE SUGGESTED INFORMATION RETRIEVAL DATABASE SYSTEM WERE USED FOR RECORD STORAGE.

IT IS ANTICIPATED THAT PUPILS WOULD TAKE HOME AT REGULAR INTERVALS A DOCUMENT WHICH WOULD CONTAIN A NEGOTIATED STATEMENT, MONITORING GRADES WITH AIMS AND ADVICE WHERE NECESSARY AND A PPR SUMMARY. THIS REPRESENTS A CONSIDERABLE INCREASE IN THE INFORMATION THAT WE SEND HOME TO PARENTS AND IT IS SUGGESTED THAT THIS CAN BE PRODUCED WITH A SAVING OF STAFF TIME AND A SIMPLIFICATION OF THE PROCESSES WE ALREADY USE.

SEQUENCE OF EVENTS

SEPTEMBER

FOLLOWING THE "INTRODUCING W.S.T." WORK CARRIED OUT IN TUTOR TIME PUPILS WOULD BE INTRODUCED TO PROFILING.

OCTOBER

MONITORING TO SEE HOW PUPILS HAVE SETTLED INTO SCHOOL. FOR PROCEDURE TO BE ADOPTED SEE LATER PARAGRAPH.

NOVEMBER

PUPILS PREPARE DRAFT STATEMENTS ON EACH OF THE 13 HEADINGS LISTED IN THE "BETTER DEAL FOR PUPILS" BOOKLET. THIS PROCESS TO CONTINUE OVER A PERIOD OF MONTHS WITH TUTOR WORK LINKED TO TOPICS AS APPROPRIATE. NEGOTIATION TO TAKE PLACE AS NECESSARY. MUCH OF THIS WORK HAS ALREADY BEEN PRODUCED IN THE VARIOUS PACKAGES THAT ARE IN USE.

FEBRUARY???

(A) PROVISIONAL COMPLETE DRAFT OF PERSONAL PROFILE TO BE COMPLETED.

(B) STAFF PREPARE MONITORING GRADES. THESE TO BE ENTERED FIRSTLY ON SHEETS (SEE APPENDIX A) IN STAFF ROOM. THESE SHEETS WHEN COMPLETE GO TO H.O.Y FOR FILING.

(C) FORM TUTOR AND PUPIL NEGOTIATE THE FINAL DOCUMENT.

(D) PUPILS PREPARE FINAL DOCUMENT.

(E) PUPILS COLLECT GRADES FROM SUBJECT TEACHERS DURING LESSONS IN A NOMINATED WEEK. GRADES COLLECTED ON THE REVERSE OF FINAL DOCUMENT (SEE APPENDIX B) CARRIED IN A TRANSPARENT WALLET. THIS SHOULD PROMOTE DIALOGUE BETWEEN PUPILS AND SUBJECT TEACHERS. (AT PRESENT SOME TEACHERS DO NOT EVEN INFORM PUPILS OF THEIR GRADES!) THUS THERE COULD BE FUTHER NEGOTIATION AT THIS POINT. AIMS AND ADVICE COULD BE COMPLETED BY SUBJECT TUTORS IF NECESSARY.

(F) PUPIL AND TUTOR SIGN DOCUMENNT.

(G) FINAL COMPLETE DOCUMENT TAKEN TO TWO NOMINATED MEMBERS OF STAFF FOR ENDORSEMENT. (SEE APPENDIX C)

(H) DOCUMENT TAKEN HOME.

SUBJECT TEACHER INVOLVEMENT

(1) PREPARE GRADES AS AT PRESENT, ALSO AIMS AND ADVICE STATEMENT IF NECESSARY

(2) ENTER ON SIMPLIFIED SYSTEM IN STAFF ROOM.

(3) GIVE UP PART OF A LESSON DURING A SPECIFIED WEEK TO ISSUE GRADES TO SETS AND TO DISCUSS AND NEGOTIATE WITH PUPILS AS NECESSARY.

(4) BE PREPARED TO ENDORSE PUPILS FINAL DOCUMENT. (SHOULD BE NO MORE THAN 6 PUPILS)

(5) A NEW GRADING SYSTEM WOULD BE USED.

1 = PUPIL IS PERFORMING AT A STANDARD EXPECTED FOR THIS GROUP.

2 = PUPIL IS PERFORMING AT A STANDARD BELOW THAT EXPECTED FOR THIS GROUP.

3 = PUPIL IS PERFORMING AT A STANDARD WELL BELOW THAT EXPECTED FOR THIS GROUP.

* = PUPIL IS PERFORMING ABOVE THE STANDARD EXPECTED FOR THIS GROUP.

MATERIALS

THE DRAFT WORK WOULD BE CARRIED OUT ON STANDARD A4 PAPER AND STORED BY THE FORM TUTOR IN INDIVIDUAL WALLETS. THESE WOULD ALSO CONTAIN PPR WORK.

FINAL DRAFT PRINTED ON BETTER QUALITY PAPER

PLASTIC A4 WALLETS ARE NEEDED FOR DRAFT WORK, FINAL DOCUMENTS AND FOR TRANSPORTING PPR SUMMARY SHEETS FOR VERIFICATION.

THERE WOULD BE A CONSIDERABLE SAVING ON THE PRESENT KALAMAZOO FILING SYSTEM AND PRE-CARBONATED REPORT FORMS.

EACH PUPIL WOULD HAVE A HANDBOOK CONSISTING OF 2 X A4 PAGES. EACH TUTOR WOULD NEED A HANDBOOK PROBABLY NO MORE THAN 4 X A4 SHEETS.

PPR

IT IS ENVISAGED THAT PPR WOULD OPERATE UNDER THE SYSTEM AT PRESENT BEING PILOTED IN WYVERN YEAR. PUPILS RECORD DETAILS AS THEY WISH USING HANDBOOK FOR GUIDANCE. ITEMS WHICH THEY SELECT ARE TRANSFERED ONTO CARDS WHICH ARE TAKEN TO THE APPROPRIATE PERSON FOR VERIFICATION. THESE ITEMS ARE THEN TRANSFERED ONTO A SUMMARY SHEET AND ENDORSED BY THE TUTOR AS HAVING BEEN AUTHENTICATED ELSEWHERE.

APPENDIX A

THIS DOCUMENT WOULD REPLACE THE PRESENT KALAMAZOO SYSTEM. IT WOULD BE MUCH CHEAPER AND WOULD SAVE TIME ~~TIME~~ IN COMPLETION. IT WOULD BE STORED BY H.O.Y. ITS FORMAT WOULD ALLOW EASY CHECKING FOR UNDER-ACHIEVEMENT.

THE DOCUMENT IS A MATRIX OF FORM LIST X SUBJECTS TAKEN. STAFF INITIALS WOULD NOT BE NEEDED AS THESE DETAILS ARE STORED ELSEWHERE. ONE SHEET PER TUTOR GROUP. A COMPUTERISED SYSTEM WOULD REALLY SCORE AT THIS STAGE.

APPENDIX B

THE FRONT SHEET WOULD CONTAIN THE PRINTED HEADINGS AND TITLE. SPACES WOULD BE NEEDED FOR SIGNATURES OF TUTOR, PUPIL, TWO MEMBERS OF STAFF AND POSSIBLY HEAD OF YEAR.

THE REAR SHEET WOULD CONTAIN A SIMPLE GRID FOR MONITORING GRADES SIMILAR TO THE PRESENT KALAMAZOO SHEET BUT ONLY ONE LINE WOULD BE NEEDED. THE SPACE BELOW THIS WOULD REFER TO AIMS AND ADVICE OF THE SUBJECT TUTORS.

APPENDIX C

MATRIX WOULD BE NEEDED BY THE FORM TUTOR TO SHOW WHICH TEACHERS
NDIVIDUAL PUPILS WOULD NEED TO CONTACT TO ENDORSE THEIR FINAL
OCUMENTS. THE MATRIX WOULD BE FORM LIST X SUBJECT TUTORS FOR THE YEAR.
UPILS TO BE ALLOCATED AT RANDOM TO THOSE STAFF WHO TEACH THEM. MATRIX
D BE KEPT AND PUPILS SENT TO DIFFERENT MEMBERS OF STAFF AT EACH
UBSEQUENT ENDORSEMENT PERIOD.

COMPUTERISATION

HE PROPOSALS FOR COMPUTER HANDLING OF BASIC DATA WOULD STILL STAND FOR
HIS SYSTEM. PUPILS COULD STILL ACCESS THEIR OWN DRAFT STATEMENTS AT
UITABLE TIMES AND ALSO UPDATE THEIR PPR RECORDS. THIS COULD BE IN
ELECTED TUTOR TIMES OR IN INFORMATION TECHNOLOGY LESSONS!!!

HE PROPOSAL FOR AUTOMATIC GENERATION OF SHORT REPORTS WOULD NOT BE
EEDED AS THIS WOULD ELIMINATE THE DIALOGUE BETWEEN PUPILS AND SUBJECT
EACHER. HOWEVER THE STORAGE OF MONITORING GRADES WOULD STILL BE
ECESSARY.

TO: MEMBERS OF S.P.C.

Profiling - Proposed introduction in Becket Year, Wyvern Year and the 6th Form of Personal Qualities Profiling and/or a new "Statement of Achievement" leavers' document.

Please refer to document issued at INSET period on 12th May.

1. Preamble and Introduction

Whilst we are not yet prepared, as a school, to initiate a comprehensive form of formative profiling noı a complete Record of Achievement, onetheless it is the considered recommendation of the Pastoral Committee that we take a further step towards this.

At the INSET session on 12th May some outline indication was given of what these further steps should be and that it is clear to the Profiling Working Party that time may well be saved from rather than added to the administrative burden of tutors.

In all the detailed proposals lie patterns of good tutoring practice. There is nothing radically different in the proposals from those things a good tutor does already.

2. Proposals for Becket (Intake) Year

(a) PPR - to continue as before as a formative process but with the following additions:

(i) Validation/accreditation of entries to become a firm part of pupils' work - individual cards taken away for signatures/ stamps etc. by such bodies as Cadets Guides/Scouts, Band, Sports Clubs, Drama Societies and Churches.

(ii) In February and July - as part of tutorial programme and in tutorial lessons - pupils summarise validated/accredited PPR entries on summary sheet to provide a "picture in time" of their interests, activities, responsibilities and achievements in those fields.

(iii) Summary sheet forms part of report "package" (see below).

(b) Personal Qualities of Profiling and Monitoring - this new element will be a natural product of the tutorial programme provided through the year. The proposed sequence of events is:

1. September

Following the "Introducing W.S.T." work carried out in tutor time pupils would be introduced to profiling.

October

Monitoring to see how pupils have settled into school. For procedure to be adopted see later paragraph.

November

Pupils prepare draft statements on each of the 13 headings listed in the "Better deal for Pupils" booklet. This process to continue over a period of months with tutor work linked to topics as appropriate. Negotiation to take place as necessary. Much of this work has already been produced in the various packages that are in use.

February ???

(A) Provisional complete draft of personal profile to be completed.

(B) Staff prepare monitoring grades. These to be entered firstly on sheets (see Appendix A) in staffroom. These sheets when complete go to H.O.Y. for filing.

(C) Form Tutor and pupil negotiate the final document.

(D) Pupils prepare final document.

(E) Pupils collect grades from subject teachers during lessons in a nominated week. Grades collected on the reverse of final document (see Appendix B) carried in a transparent wallet. This should promote dialogue between pupils and subject teachers. (At present some teachers do not even inform pupils of their grades!) Thus there could be further negotiation at this point. Aims and advice could be completed by subject tutors if necessary.

(F) Pupil and tutor sign document.

(G) Final complete document taken to two nominated members of staff for endorsement. (See appendix C)

(h) Document taken home.

APPENDIX A.

This document would replace the present Kalamazoo system. It would be much cheaper and would save time in completion. It would be stored by H.O.Y. Its format would allow easy checking for under-achievement.

The document is a matrix of form list X subjects taken. Staff initials would not be needed as these details are stored elsewhere. One sheet per tutor group. A computerised system would really score at this stage.

APPENDIX B.

The front sheet would contain the printed headings and title. Spaces would be needed for signatures of tutor, pupil, two members of staff and possibly Head of Year.

The rear sheet would contain a simple grid for monitoring grades similar to the present Kalamazoo sheet, but only one line would be needed. The space below this would refer to aims and advice of the subject tutors.

APPENDIX C.

A Matrix would be needed by the form tutor to show which teachers individual pupils would need to contact to endorse their final documents. The Matrix would be form list X subject tutors for the year. Pupils to be allocated at random to those staff who teach them. Matrix to be kept and pupils sent to different members of staff at each subsequent endorsement period.

2. Subject Teacher Involvement

(a) Prepare grades as at present, also aims and advice statement if necessary.

(b) Enter on simplified system in staffroom.

(c) Give up part of a lesson during a specified week to issue grades to sets and to discuss and negotiate with pupils as necessary.

(d) Be prepared to endorse pupils final document. (Should be no more than 6 pupils.)

(e) A new grading system would be used.

1 = pupil is performing at a standard expected for this group.

2 = pupil is performing at a standard below that expected for this group.

3 = Pupil is performing at a standard well below that expected for this group.

* = Pupil is performing above the standard expected for this group.

3. Materials

The draft work would be carried out on standard A4 paper and stored by the form tutor in individual wallets. These would also contain PPR work.

Final draft printed on better quality paper.

Plastic A4 wallets are needed for draft work, final documents and for transporting PPR summary sheets for verification.

There would be a considerable saving on the present Kalamazoo filing system and pre-carbonated report forms.

Each pupil would have a handbook consisting of 2 x A4 pages. Each tutor would need a handbook probably no more than 4 x A4 sheets.

(c) Report Package

(i) This should contain the personal qualities statement, monitoring grades and advice/aims plus the PPR summation.

(ii) It is proposed that parents collect these from tutors at the parents' evening in the Spring, but that they are sent home in July.

3. Wyvern (5th year)

(a) PPR - as for Becket Year. Summation to take place, however, by the end of the Winter term ready for transfer to Statement of Achievement form (see below).

(b) Monitoring and reporting - to remain unchanged.

(c) Leaving Document - this would be similar to the proposed "Statement of Achievement" but will not be based on a full "Record of Achievement" (see document issued on 12th May).

(i) Pupils and staff work to prepare a final draft by January at the latest.

(ii) The elements of the document would be as proposed in the document issued on 12th May.

(iii) The main demands on tutors would be -

- to prepare an agreed prose statement of personal qualities;

- to guide the PPR summations for inclusion.

(iv) Agreed drafts would then be typed up and returned for signature by February. Copy taken.

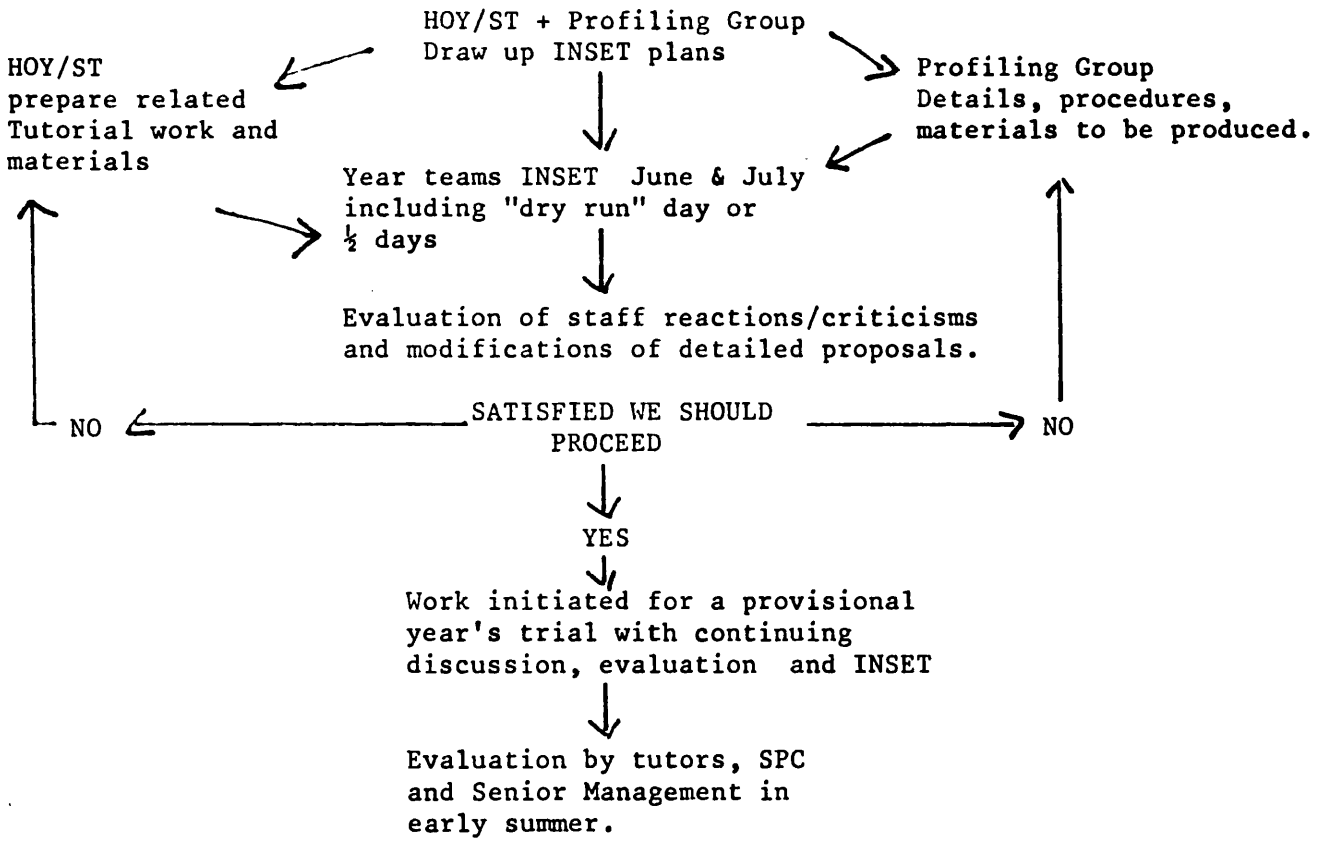
(v) H.O.Y. to use these in place of references/testimonials. Pupils to have original as own property on leaving.

4. 6th Form

Proposals as for Intake year and, for leavers. also as for Wyvern Year JA envisages that some form of Record of Achievement will be produced.

5. Development Model

Should the recommendations of the Pastoral Committee be accepted as school policy, the development will look something like this.



HS/SL
15.5.86.

329

OGRAMME		(MARCH)	(APRIL)	(MAY)	(JUNE)	(JULY)
ECV PUPILS	INTRODUCING WESTWOOD ST THOMAS' SCHOOL" TUTOR WORK + INTRO TO PROFILES. - - - - - - - - - - PPR WORK BEGINS.	TUTOR WORK ON PERSONAL QUALITIES BEGINS	PREPARE AND KEEP IN WALLET – DRAFT STATEMENTS →	SELECT SUITABLE ITEMS FROM PPR / FOLDER & OBTAIN VERIFICATION	① COMPLETE DRAFT DOCUMENT ② COMPLETE SUMMARY OF PPR FROM VERIFIED RECORDS. ③ NEGOTIATE FINAL DOCUMENT	① PRODUCE FINAL DOCUMENTS ② COLLECT GRADES ③ COLLECT VERIFICATION ④ TAKE HOME DOCUMENTS.
FORM TUTOR	TUTOR WORK AS ABOVE	PARENTS EVENING FOR SELECTED PUPILS OR FOR PARENTS WHO SPECIFICALLY REQUEST IT. TUTOR WORK ON PERSONAL QUALITIES BEGINS	CONTINUE TUTOR WORK ↓ DRAFT STATEMENTS UNDER EACH HEADING NEGOTIATED		① CHECK PPR VERIFICATION ② PREPARE PUPILS FOR → NEXT STAGE IN FEB. ↓ ③ PROVISIONAL COMPLETE STATEMENT + NEGOTIATION	① ALLOCATE PUPILS TO STAFF FOR VERIFICATION ② CHECK FINAL DOCUMENTS ③ PASS TO HOY BEFORE ISSUE.
SUBJECT TUTOR		PREPARE GRADES ① FOR MONITORING. ② ENTER ON SHEET IN STAFF-ROOM. ③ INFORM PUPILS OF GRADES AND DISCUSS WHY THEY HAVE BEEN AWARDED.			① PREPARE GRADES & AIMS FOR EACH PUPIL.	① WRITE GRADES ON SHEET IN STAFFROOM ② ISSUE GRADES AIMS TO PUPILS & WRITE ON THEIR SHEET ③ NEGOTIATE AS NECESSARY
MEMBERS OF STAFF						VERIFY 6 → 8 PUPILS FINAL DOCUMENTS

[illegible]

[illegible] each week.

b) This does NOT mean that each subject teacher will be expected to provide a one-to-one interview with each Becket pupil he or she teaches; clearly this is an impossible and unnecessary demand.

Faculties and individual colleagues will need to consider the appropriate means to;

i/ Enter monitoring grades into a pupil's form during lesson time in place of, in February, writing a long report at home.

ii/ Provide an explanation of these grades to the students.

iii/ to enter aims and advice comments for selected pupils.

c) I would suggest that there is more than one solution to this task - but whatever the solution it will require the acknowledgement that these assessments are important and that the students have the right to be informed directly of their monitoring grades and **why they were awarded. Thus there must be some accomodation for this within the lesson processes, activities and tasks.**

d) May I suggest one strategy that could be considered by staff who have large groups or who are less able than myself to set work which students can work on for themselves whilst they (the teacher) speak with individuals or small groups.

i/ When marking students' work immediately prior to the monitoring week, the teacher enters the monitoring grades into the exercise book along with a brief explanation of why they have been given.

ii/ During the lesson(s) of the monitoring week period, students are instructed at the start (if necessary shown with an example in the board/OHP) how to transcribe their monitoring grades from both file paper into their sheets (no need to double check if there is not much time - HoY & form tutor have the master sheet.... indeed it may be possible to use computers even for this, but not yet).

iii/ Those pupils who are to be given aims and advice comments (only a minority over the year group) should copy out that comment which will also have been put into the student's book/file.

iv/ When transcribed the teacher circulates and initials the aims and advice comments.

v/ Any student wishing to discuss grades and comments to be dealt with as with any normal request from a pupil to discuss a piece of marked work.

e) Given more chance for independent work by students, a teacher could call students to their desk to enter in aims and advice comments and support those (as in normal teaching) with further explanation about their progress.

f) In 5th form groups there tends to be more occasion and space for consultation with students.

g) These proposals do NOT affect 4th and 5th year groups in any way.

4. CONCLUSIONS

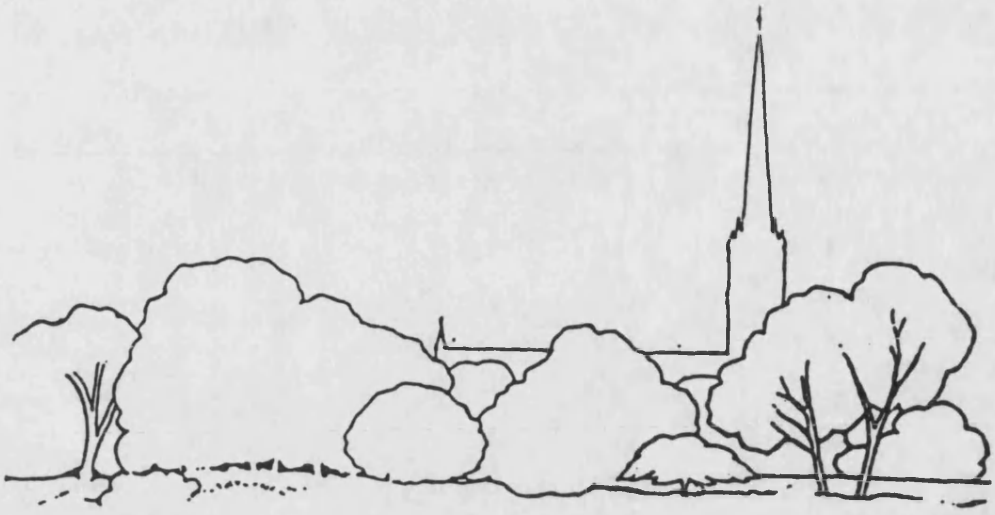
a) Please note that there has been no intention by the Profiling Working Party to 'slide' these proposals through unnoticed - that would be pupposless and futile!

b) Demands on out-of-class teacher time are reduced with these proposals by the fact that long reports are not required.

c) It has been made clear that, in the coming year, we shall be examining the question of profiling within faculties. These deliberations will legitimately review the whole process of monitoring.

Written in haste;

HS Sunday 13.7.86



Profiling Guidelines for Staff

Becket Year, Wyvern Year and the Sixth Form

1986 - 1987

First year of operation!

IPPER

PROFILING GUIDE BOOK FOR STAFF. 1986 - 1987 ONLY

"What is needed.... in all schools.... is a curriculum and assessment system which affirms success rather than records failure." (Rt.Rev. Barry Rogerson, Bishop of Bristol. June 1986)

In any comprehensive school we affirm the value of each individual, and that person's right to as full an education as possible and appropriate. This, without discrimination on grounds of ability, sex, cultural background and religion.

As a vital part of providing such a school, we are developing a complete process of formative and summative profiling and recording of achievement. Our profiling processes seek to recognise the individuality of each student. They hope to enable students to maximise their gain from their years at Westwood St.Thomas'.

The D.E.S. policy document on Records of Personal Achievement suggests that profiling processes should serve four main purposes:

a) recognition of student achievement.
b) motivation and personal development of students.
c) development of organisation and curriculum.
d) provide a document of record for all school leavers.

Hopefully, in this our first year of operations, we can begin to realise these objectives.

This booklet is not, however, a major statement of philosophy. That was completed in April 1985 with the booklet, 'Profiling - A Better Deal for Pupils?'. That document hasbeen further amplified in the WRAPP Project Guidelines published in July 1986 to which this school has been an active contributor.

Nonetheless it may help colleagues to refer to the glossary of terms to be found at the end of this booklet.

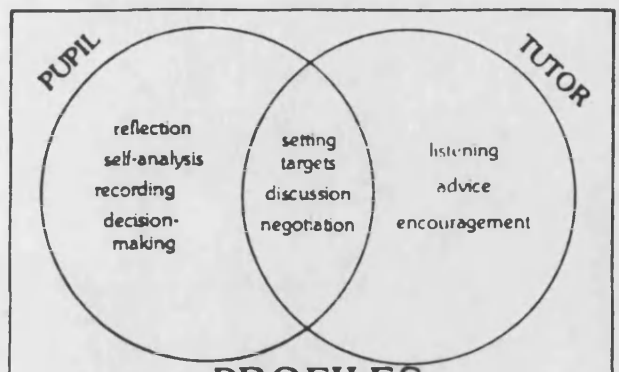
THE OVERALL PICTURE

The following chart, borrowed in part from the Suffolk guidelines, reflects the main processes we are to commence from September 1986 with Becket Year and the Sixth form. School leavers will participate in the production of a Statement of Achievement but are not likely to complete a full Record of Achievement file.

1986–87

THE PROCESS

Apologies to Suffolk!



PROFILES

(supported by other evidence) prepared over some months

P.P.R.

PERSONAL QUALITIES	EXPERIENCES of SCHOOL and WORK	OUT OF SCHOOL INTERESTS and ACTIVITIES

STATEMENT

(based on discussion of profiles)

Factual Information Statement — PERSONAL QUALITIES — P.P.R. Summary.

(Single A3 sheet - property of student and of school)

RECORD of ACHIEVEMENT

(Composite file - property of student)

Y.T.S. | 6th FORM | F.E. COLLEGE | EMPLOYMENT

DECISIONS / CAREERS

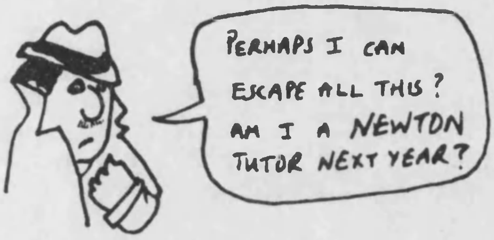
	YEAR	
OPTIONS	3	6TH FORM
OIG AND FFPD PROCESSES	4	
WORK EXPERIENCE		
CAREERS INTERVIEW FFPD COMPLETE UCCA HIGHER ED. APPLICATIONS COMPLETE	5	LEAVERS

THE POSITION OF FACULTIES

Faculty assessments of students are represented in the modified monitoring system to be operated for Becket Year and the Sixth Form in 1986-7. This now includes an 'Aims and Advice' component.

During the coming school year faculties will be seeking to develop a co-ordinated approach to formative and summative assessments. If successful, this would complete the range of processes, as yet only partially developed. Faculty assessments will take full notice of the expectations of GCSE and CPVE assessments as well as the guidlines of WRAPP.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX



THIS YEAR'S PROCESSES: detailed guidelines.

A) PERSONAL QUALITIES PROFILING AND MONITORING OF EFFORT AND ATTAINMENT.

The element of personal qualities profiling is the one completely new feature to our school. It should be the natural product of the Active Tutorial Programme. Thus the sequence will be as follows (timings to finalised by Heads of Year) for Becket Year and for sixth form students not leaving at the end of this school year;

SEPTEMBER: Introductory tutorial work including an explanation of formative assessments and of PPR.
Heads of Year send explanatory letters home to parents.

OCTOBER: (or early November) Initial monitoring of effort and attainment using the procedures detailed below.
In selected cases only the report package is sent home with specific invitation for parents to come into school to discuss difficulties revealed in the monitoring.
All others simply take the completed monitoring sheet home (master copy, as detailedbelow, kept by HoY).

NOVEMBER: Students begin to prepare first drafts of statements in tutor-work exercise books. Statements are written about each of the personal qualities headings and questions on the 'Assessment of Student's Personal Qualities' form. From now on, students continue over a period of months with tutor work linked to these topics. Tutors discuss draft statements with each student providing advice, comment and guidance.

JANUARY: (or February) Students complete the draft (green) Personal Qualities forms. These are then discussed and the final (white) form prepared. Student and tutor then sign the form.
Teaching staff prepare monitoring grades (explanations are set out below). These are then entered on the 'Faculty Monitoring Sheet' to be found, one per tutor group, in the staff room during the designated monitoring week.
Pupils collect monitoring grades on the 'Faculty Assessments of Effort and Attainment' forms which are carried in a transparent wallet around school. At the same time, subject staff may complete an entry in the 'Aims and Advice' part of the form.
Completed Personal Qualities forms are taken to the two members of staff known by the pupil and nominated by the tutor. The tutor will ensure that the nominations are as evenly distributed as possible with the help of the 'Record of Staff Endorsements' form (a grid sheet).
Parents collect complete report package (Spring term only) which now has the PPR summation added to it as outlined below. On the evening when parents collect report packages tutor and subject staff can be interviewed.
Normal monitoring follow-up procedures will ensue.

JUNE/JULY: A repeat ofthe above but with no parents evening. Report packages will be sent home via students.

MONITORING GRADES

The following grades will apply in 1986-7 for Becket Year and the Sixth form only. Refer to Staff Handbook for Newton and Wyvern monitoring arrangements.

1. EFFORT GRADES

   1 = working with the effort expected of the student in this group.

   2 = working with less effort than expected.

   3 = working with little or no effort.

   1* = working with more effort than expected of the student in this group.

2. ATTAINMENT GRADES

   A = Satisfactory.

   B = Could do better.

   C = Poor.

(Attainment grades may be modified; Heads of Year will keep staff informed.)

The Profiling Programme – Intake (Becket) Year

1986 – 7.

	SEPTEMBER	OCTOBER (MARCH)	NOVEMBER (APRIL)	DECEMBER (MAY)	JANUARY (JUNE)	FEBRUARY (JULY)
PUPILS	"INTRODUCING WWSTJ" TUTORIAL WORK INTRODUCTION TO PPR AND PROFILING PPR WORK BEGINS	TUTORIAL WORK ON PERSONAL QUALITIES BEGINS COLLECT MONITORING GRADES FROM SUBJECT STAFF	PREPARE IN TUTOR DRAFT PERSONAL QUALITIES STATEMENTS	WORK EXERCISE BOOK PPR - SELECT SUITABLE ITEMS FOR SUMMARY AND OBTAIN VERIFICATIONS	COMPLETE DRAFT (GREEN) PERSONAL QUALITIES FORM. DISCUSS/NEGOTIATE ITS FINAL FORM COMPLETE PPR SUMMARY SHEET FROM VERIFIED RECORD CARDS	COMPLETE FINAL (WHITE) PERSONAL QUALITIES FORM AND GET 2 VERIFICATIONS COLLECT MONITORING GRADES AND AIMS/ADVICE ON FORM OBTAIN TUTOR'S SIGNATURE FOR PPR SUMMATION TAKE PACKAGE HOME (JULY ONLY)
FORM TUTOR	TUTORIAL PROGRAMME AS ABOVE	ISSUE/COLLECT MONITORING SELECTED LETTERS HOME AS A RESULT OF MONITORING TUTOR WORK ON PERS QUALITIES	TUTORIAL WORK CONTINUES DISCUSS DRAFT PERSONAL QUALITIES STATEMENTS UNDER EACH HEADING		CHECK PPR VERIFICATIONS PREPARE PUPILS FOR FINAL PROCESSES IN FEBRUARY (JULY) AND ENSURE COMPLETION OF DRAFT (GREEN) PERSONAL QUALITIES FORM	ALLOCATE PUPILS TO STAFF FOR VERIFICATION OF PERSONAL QUALITIES STATEMENTS CHECK FINAL PACKAGE WITH HEAD OF YEAR OR S.T. ISSUE TO PARENTS AT PARENTS EVENING (FEBRUARY ONLY)
SUBJECT TEACHER		PREPARE MONITORING GRADES (1) PUT ON MASTER SHEETS IN STAFF ROOM. (2) INFORM PUPILS OF GRADES/DISCUSS WHY GRADES WERE GIVEN			PREPARE MONITORING GRADES FOR ALL PUPILS AND AIMS/ADVICE FOR THOSE WHO PARTICULARLY NEED THEM	ENTER MONITORING GRADES ON MASTER SHEET IN STAFF ROOM ENTER/ISSUE GRADES TO PUPILS AND ENTER AIMS/ADVICE ON THEIR SHEETS DISCUSS AS NECESSARY
STAFF						VERIFY UP TO EIGHT PUPILS FINAL STATEMENTS OF PERSONAL QUALITIES.

339

KH/HS JUNE

D) WYVERN YEAR AND SIXTH FORM SCHOOL LEAVERS, 1987.

1. In General

Wyvern (5th) Year will not attempt the formative profiling of Personal Qualities. However they will join Becket Year and the Sixth Form in working on PPR and its summation.

For school leavers any Personal Qualities final forms and PPR summations will be completed in December. They will then be ready for transfer to the Statement of Achievement Form by January.

2. Monitoring and Reports.

For Wyvern Year - to remain as for the previous fifth form.
For the Sixth Form - as detailed in A) and B) above.

3. The Statement of Achievement.

This is a concise, summary document. It has been piloted in 1986 within both Becket Year (school leavers) and Sixth formers completing the one-year C & G course.

In 1987 it will be impossible to base the Statement of Achievement on a more comprehensive 'Record of Achievement' file. This will not be viable until 1988 when, hopefully, the complete profiling processes will be oeprational.

Timing for the production of the Statement of Achievement will be;

By January - final drafts to be drawn up on the draft (green) forms. These will contain a 'one-off' statement of personal qualities produced with guidance, discussion and agreement from the tutor.
The PPR summation described above will provide the material for the third page of the form, as advised by tutors.

In February - the agreed draft froms are sent to secretary for typing and then returned to tutors for signatures.
Copies will be retained by Heads of Year.

From that time the Statement of Achievement will become the sole document used as school references and testimonials (pupils retain the original as their propoerty on leaving school). Theonly extra information that would normally be released by the school is;

a) Estimated grades (to selected applicants).
b) Extraordinary details (with agreement from student concerned).

4. The Record of Achievement.

It is unlikely that we shall be in a position to complete these composite files until faculties enter the process fully. However the situation of CPVE students will be reviewed when negotiations with the Joint Board have clarified matters ivs-a-vis CPVE profiles.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

CONCLUSIONS

It must be reiterated that we are still in a developmental stage. Much is still to be done. Many problems of detail are likely to arise and will need ironing out. Nonetheless it is certain that by July 1987 we will be treading on firmer ground when considering pupils' assessments.

In 1986-7 certain important pilot and development work will continue even though our membership of WRAPP ceases as from July 1986. Three things in particular will be the subject of trials;

a) Faculty assessments, formative and summative (currently on the agenda of the Heads of Faculty Committee).
b) Formative negotiations with pupils with special needs (piloting use of video and of peer assessments).
c) Use of computers to support formative and summative assessments (hardware and software will be used in Becket (intake) year and possibly elsewhere.

This school owes a debt of gratitude to WRAPP and its coordinator and inspiration, Pat McGovern. Similarly I wish to express my gratitude to those who have worked through two years on the Profiling Working Party, which has now been disbanded. Our proposals have come as the result of a lot of hard work and, with industrial action featuring for so long, some depression at times!

To conclude this booklet there is included, below, a statement from the WRAPP project guidelines booklet. This is followed by a glossary of terms which may be of help.

WRAPP

The Importance of the Process

WRAPP places as its priority the aim of helping all pupils gain greater self awareness, enhanced self esteem, a positive self image, resulting in increased motivation. In other words the WRAPP model is a developmental one, laying particular stress on the process. This is not to say that the final product is unimportant but it does mean that great value is placed on the educational benefits gained 'en route'.

For too long assessment and reporting have been activities undertaken by teachers on behalf of their pupils with little or no involvement on the part of those for whose benefit the exercises have been designed. A central plank of the project is to involve the pupil more directly in the process of assessment and recording in the belief that such involvement will make a positive contribution to their education.

How might the Process benefit Learning?

1. By creating opportunities for the active participation of pupils through identifying, recording and reflecting on experiences and achievements.

2. By providing the opportunity to enhance self esteem by documenting something of real worth.

3. By encouranging pupils to take a share of the responsibility for their own development and progress, through target setting and review.

4. By providing reference material to enable focussed dialogue between pupil and teacher on a regular and systematic basis.

5. By drawing upon the pupils' perception of their strengths and weaknesses.

Pupils are invited to:
- reflect on their past experiences whilst recording;
- react to present performance in discussion with the tutor;
- decide on future goals.

They will be:
- developing skills, competences.
- gaining valuable personal insights;
- more actively involved in their education.

Concluding Statement

The process described above requires pupils to:
- consider their individual strengths and weaknesses and discuss what achievements to aim for;
- plan realistically to fulfil these aims;
- learn to monitor their own progress and see the value of compiling a record of their own achievements;
- agree a final summative statement.

It therefore follows that an essential part of the teacher's task will be to:
- sustain and support the pupil through the procedure of recording and reflecting upon their aims, interests, purposes and attainments.
- assist pupils to identify their needs and at the same time encourage them to take appropriate action;
- help pupils to identify key elements for inclusion in the final agreed statement.

All this needs to take place within a supportive atmosphere characterised by mutual trust and respect.

WORDS.

A GLOSSARY OF TERMS USED IN THIS BOOKLET

FORMATIVE	Describes activities which in themselves contribute directly to the personal development of a student.
NEGOTIATION	A process of focused dialogue between student and tutor.
PROCESS	What is happening within the student as a result of compiling the record.
PRODUCT	Any written statement produced.
RECORD OF ACHIEVEMENT	A composite file containing evidence which others can use to make judgements. This would be the exclusive property of a school leaver.
STATEMENT OF ACHIEVEMENT	A concise, summary document of record - printed on 4 sides of A4 paper and held both by the school leaver and t he school for future reference
SUMMATIVE	Describes the process of assembling the evidence for the Record of Achievement or report package.
REPORT PACKAGE	What is taken home periodically by parents or students. This would caontain PPR summation, Personal Qualities Statement and Faculty Assessment of effort attainment with aims and advice for students.

AND SOME ACRONYMS TO SAVOUR!

OCEA	Oxford Certificate of Educational Achievement.
PPR	Pupils' Personal Records.
TRIST	TVEI Related In-Service Training (a funding arrangement).
PAG	The County's Profile Assessment Guidance Group.
FFPD	Fifth Form Pupil Decisions (a Careers Service process to provide information about 16+ choices being made by students).

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

"Days are scrolls: write on them what you want to be remembered."
(Jewish saying)

H.W.B.S. June 1986

FACULTY MONITORING SHEET TUTOR GROUP: ________

Assessment period: From......... to ....

Subjects																																
Surnames	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade	Set	Grade

SETS: e.g show set 3 of 6 as 3/6 GRADES: As in staff guidelines

FACULTY ASSESSMENTS OF EFFORT AND ATTAINMENT

STUDENT'S NAME: ..... TUTOR GROUP: .....

DATE OF ASSESSMENT: .....

Subject															
Set															
Effort															
Attainment															

Explanations

SET: the first number shown is the set number. The second shows the number of sets there are.

EFFORT: 1 = working with the effort expected of the student in this group.
2 = Working with less effort than expected.
3 = working with little or no effort.
1* = working with more effort than expected of this student in this group.

ATTAINMENT: A = Satisfactory B = Could do better C = Poor.

AIMS AND ADVICE

Subject	Comment	Initials

Name .....

Date ..... Group .....

	Signed	Status

FORM CH

DATE	Interest, achievement, responsibility, School and Community Service.

Signature of Student_____

Signature of Form Tutor_____

Date:

SUMMARY OF PERSONAL EXPERIENCE, ACHIEVEMENT AND RESPONSIBILITY.

The statements in this summary have been drawn from verified sources and relate to the period of time indicated below.

NAME OF STUDENT_____

TUTOR GROUP_____

PERIOD OF RECORD: From_____ to_____

ASSESSMENT OF STUDENT'S PERSONAL QUALITIES

NAME OF STUDENT:_____ Tutor Group:_____

DATE OF ASSESSMENT:_____

This assessment is the product of discussion between the student named and at least three members of the school's staff. It refers only to the period of assessment shown above.

(A) ATTENDANCE

Number of attendances _____ out of a maximum of _____

Has anything in particular caused you to be absent a lot?

(B) PUNCTUALITY

Number of times late _____

Has anything caused you to be late regularly arriving at school?

(C) HEALTH

Apart from anything already known to the school, do you wish to mention anything that is affecting your school progress?

(D) SOCIAL CONFIDENCE

How easy do you find it to get on with other people?

(E) ABILITY TO DO THINGS WITHOUT OTHERS TO HELP

How much are you able to do things for yourself without expecting others to show you or give you help?

(F) ENTHUSIASM AND ENERGY EVIDENT

How much enthusiasm and energy do you show when you take on something to do in school?

(G) WILLINGNESS TO TAKE THE LEAD

How willing are you in school to take the lead or think of things to do?

(H) OPENNESS AND RECEPTIVENESS TO OTHERS

How much are you willing or able to think about and understand the needs and opinions of other people?

(I) PERSEVERANCE AND CARE

How much do you stick at a task or problem even when it is difficult?

(J) GETTING ON WITH OWN AGE-GROUP

How do you get on with people of your own age?

(K) GETTING ON WITH ADULTS

How do you get on with the adults around you at school?

(L) SELF-PRESENTATION

How do you think you appear to others in the way you dress and look?

(M) ADAPTABILITY AND FLEXIBILITY

How good are you at changing your mind or your attitude when things around you change?

SPACE FOR FURTHER COMMENTS ABOUT
ANY OF THE ABOVE QUESTIONS.

SIGNATURE OF STUDENT_____

SIGNATURE OF FORM TUTOR_____

SIGNATURE OF MEMBER OF STAFF_____

SIGNATURE OF MEMBER OF STAFF_____

DATE OF SIGNATURES_____

FACULTY ASSESSMENTS OF EFFORT AND ATTAINMEN

STUDENT'S NAME: ..... TUTOR GROUP: .....

DATE OF ASSESSMENT: .....

Subject															
Set															
Effort															
Attainment															

Explanations

SET: the first number shown is the set number. The second shows the number of sets there are.

EFFORT: 1 = working with the effort expected of the student in this group.
2 = Working with less effort than expected.
3 = working with little or no effort.
1* = working with more effort than expected of this student in this group.

ATTAINMENT: A = Satisfactory B = Could do better C = Poor.

AIMS AND ADVICE

Subject	Comment	Initials

APPENDIX 10

THE RESULTS OF THE ATTITUDE SCALE

		Strongly Agree	Agree	No feelings either way	Disagree	Strongly Disagree
1.	The present form of 16 + assessment is inadequate.	12	25	5	0	0
2.	The main reason for assessment should be to rank pupils according to ability.	0	8	3	24	7
3.	Certification should be of prime importance in assessing.	0	10	7	23	3
4.	Assessment should be of diagnostic value.	9	27	4	3	0
5.	Pupils should be involved in the assessment process.	16	22	2	2	0
6.	The present assessment systems in schools should be reviewed.	18	23	1	0	0
7.	Experimenting with different forms of assessment might be a threat to standards.	0	9	8	17	7
8.	Importance should be given to assessments of social and personal development.	18	22	1	1	1
9.	Teachers should not experiment with different forms of assessment.	1	2	3	28	9
10.	Attempts should be made to measure social development.	6	32	1	4	0
11.	Formal assessment and certification should only be concerned with academic ability.	0	6	1	21	15
12.	The education of all children should be of equal value and importance.	30	13	0	0	0
13.	Each assessment should be formative - (i.e. designed to give the pupils information).	16	24	2	1	0
14.	Teachers should develop new assessment skills.	17	24	2	0	0
15.	Profiles pose a threat to teaching time.	9	19	1	12	2
16.	All teachers should exercise a 'tutorial' responsibility for those they teach.	15	21	4	3	0
17.	In-service training should assist teachers with a move toward profiling.	14	26	1	0	1

		Strongly Agree	Agree	No feelings either way	Disagree	Strongly Disagree
18.	A profile should be a better way of recording the assessments made throughout a pupil's schooling.	11	31	2	0	0
19.	As present resources are inadequate a move to profiling should be deferred.	4	13	11	14	1
20.	What is needed at 16 is a comprehensive statement showing a pupil's experience, competence, interests and purposes.	15	23	4	1	0
21.	Teachers should find time to discuss assessments with pupils.	9	25	2	4	3
22.	Assessment should be a continuous process.	15	27	1	0	0
23.	The measure of a good school should be its number of external exam passes.	0	5	4	23	11
24.	A profile will be of little value until it has local/national currency.	8	17	3	14	1
25.	All post 16 providers should need to know is a pupil's academic ability plus a confidential character reference.	2	3	1	32	5
26.	The content of the school's curriculum should be regularly reviewed and evaluated in relation to clearly defined assessment criteria.	9	33	1	0	0
27.	The measure of a good school should be how well it serves the needs of all its pupils.	27	16	0	0	0
28.	Teachers should not spend time negotiating assessments with their pupils.	2	3	7	26	5
29.	Profiles would only be of value if they include norm-referenced tests.	1	6	3	20	12
30.	The school curriculum is rightly constrained by the present exam system.	2	8	2	21	10
31.	A wider form of assessment would not act as a motivator for those pupils for whom external exams are an inappropriate method.	2	3	7	26	5
32.	The outcomes of public examinations are often unjust.	9	19	5	9	1
33.	The present system of recording progress and attainment is satisfactory.	1	1	4	32	5

		Strongly Agree	Agree	No feelings either way	Disagree	Strongly Disagree
34.	There has already been too much change in the schooling process.	0	6	7	28	1
35.	School processes should be continually reviewed in the light of changing social requirements.	7	34	1	0	1
36.	The present exam system safeguards academic standards.	1	11	11	19	1
37.	The acquisition of skills should be assessed.	14	26	3	0	0
38.	The present exam system creates anomalies by not recording what many pupils can actually do.	15	26	3	0	0
39.	The present exam system is a poor discriminator between pupils of good academic ability.	0	17	12	13	0
40.	Teachers spend too much time recording the results of assessments.	2	12	11	16	1
41.	We should not produce lengthy profiles because employers will not read them.	6	18	5.	13	0.

Please feel free to add any comments you might wish to make.

APPENDIX 11

KNOWLEDGE ABOUT THE MANAGEMENT OF CHANGE GAINED FROM THIS STUDY

Appendix 11

Knowledge Gained From In-Depth Study

It is clear that any school starting out to develop Records of Achievement for their pupils is embarking upon a venture which has fundamental implications for the curriculum, the staff and the pupils. It is equally clear that the implementation of such a development needs careful, strategic, collaborative planning. It is suggested that any school embarking on the process of developing such a system has no choice but to start from where they are at present. Stage One must be a review of current assessment practice asking such questions as:

- What currently happens by way of assessment and recording?
- In what way is this problematic?
- What can we do to improve the situation?

This should be a collaborative, open review drawing in all members of staff likely to be affected. It is concerned with defining the problem, questioning existing practice and suggesting possible solutions. One criticism that might have been made of the study school was that they appeared to be offering a solution before the staff had identified the problem. This probably led to a feeling of alienation in some of the staff and a lack of ownership of the eventual system.

Once possible solutions have been identified they need to be piloted in a planned and systematic manner so that trustworthy data are

collected. This must therefore include systems for monitoring and observing the effects of pilot work and opportunities for professional reflection created. On the basis of these reflections modifications may be made and new pilots arranged. This process must be collaborative and draw in all members of staff either in the piloting or reflecting.

From close observation of the way the working party went about its task a number of practical points were learnt. Meetings function well when:

- Agendas are published in advance;
- Acceptable procedures are established;
- Everyone is brought into the discussion;
- Only one speaker at a time is allowed;
- Issues are clarified;
- Discussion is kept to the point;
- Points are frequently summarised;
- The feelings of group members are sought and welcomed;
- The Chairperson listens carefully to the proceedings;
- The contributions of individuals are valued;
- The meeting is kept to time;
- Good minutes are published.

The role of the Chairperson is crucial. In properly fulfilling that role the Chairperson is less able to shape the dicussion in meetings. The Chairperson should not overstate his own case nor ignore objections to it. Rather, he should ensure that every aspect of an issue is considered. With regard to the project it may be that the School Co-ordinator should not be the Chairperson at a meeting simply because they need to make a major contribution and are already classed in the role of expert. They have enough to do without taking responsibility for the conduct of the meeting. Certainly the Chairperson should not undertake to act also as Secretary. In the study school the Project Co-ordinator acted as Chairperson and Secretary thus undertaking too many functions at the same time - trying to control the agenda, conduct the meeting, make a major contribution and also record what was being said. These responsibilities could have been shared by other members of the group, perhaps on a rotating basis if necessary.

An important point, with regard to the planning of a major change in school practice concerns the support of senior management. The development must have senior management support and that support must be clearly evident to the staff. The Head and senior colleagues must see the need for the initiative in the first instance and must give it some priority. They must understand the development strategy for the initiative and be aware of the issues. For project co-ordinators this means thoroughly appraising senior staff at the outset and keeping them fully informed as developments take place. Staff will not be motivated to undertake the necessary development work unless they feel confident that senior staff are willing and able to facilitate any proposed changes.

Pre-planning would also seem to be an important factor in the success of a school-based development. It is vital to anticipate resistance before action commences. Again, working alongside the study school provided practical experience of resistance to change. It is possible to take Watson's (1) twelve recommendations for minimising resistance to change and relate them to the development project through the experience of the study school.

1) "Resistance will be less if teachers feel that the project is their own - not one devised and operated by outsiders."

   - Play down the Authority's project;

   - Use a problem solving approach - helping school's development;

   - Involve staff in the development - do not provide solutions to problems not yet identified.

2) "Resistance will be less if the project clearly has whole-hearted support from top officials of the system."

   - Get support from the senior management;

   - Make sure they understand what is involved;

   - Keep them informed;

   - Encourage, request them to make a public statement of intent or support.

3) "Resistance will be less if participants see the change as reducing rather than increasing their burdens."

- Start by reviewing current assessment, recording and reporting practice;
- Stress replacement, improvement not addition;
- Be clear about the potential benefits of what is proposed;
- Ensure adequate INSET and resources for development;
- Carry out market research to find out what is wanted.

4) "Resistance will be less if the project accords with the values and ideals which have long been acknowledged by participants."

- Take note of staff dislike of aspects of current practice;
- Make clear statements to staff of costs and benefits of proposals;
- Note opportunities to launch development, e.g., GCSE, modular curriculum, etc.;
- Consult staff as development takes place.

5) "Resistance will be less if the programme offers the kind of 'new experience which interests participants."

- Explore interesting ways of piloting proposals (e.g., the use of video, information technology);
- Try to gauge the level of interest as work progresses;

- Involve staff with different backgrounds and levels of experience (e.g., pair older and younger staff, create cross-curricular groups);

- Try to offer staff new insights through involvement in INSET;

- Try to create a climate in the school where the issues are being discussed openly.

6) "Resistance will be less if participants feel that their autonomy and their security are not threatened."

- Keep the project in the open (statements at staff meetings, a project board and newsletter);

- Consult staff as development takes place;

- Prepare papers for staff on proposals for change.

7) "Resistance will be less if participants have joined in diagnostic efforts leading them to agree on what the basic problem is and to feel its importance."

- Starting point must be an identifiable problem (the review of current practice might indicate this);

- Involve staff in diagnosis and problem analysis not just in data collection;

- Get the issue on to departmental/pastoral agendas.

8) "Resistance will be less if the project is adopted by consensual group decision."

- Full discussion of issues by working party;
- Members of working party consult the rest of staff;
- Proposals come from the working party;
- Proposals put to whole staff.

9) "Resistance will be less if proponents are able to empathise with opponents; to recognise valid objections and to take steps to relieve necessary fears."

- Try to include a variety of viewpoints in the working party;
- Include representation from all faculties, year groups, pre-vocational staff and levels of responsibility;
- Include, if possible, sceptics as well as enthusiasts;
- Do not overlook difficulties;
- Make sure that all points of view are heard.

10) "Resistance will be reduced if it is recognised that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback or perceptions of the project and for further clarification as needed."

- Do not rush, for whatever good reasons, the dissemination process;

- Do not assume that no response equals assent - it may be 'future shock';

- Record the progess of the development in writing - it will assist your own reflection;

- Let it be known that you would welcome constructive criticism.

11) "Resistance will be reduced if participants experience acceptance, support, trust and confidence with one another."

- If you have a working party take time to build it into a team - to create a 'critical mass';

- Listen to staff and be prepared to discuss issues openly;

- Be aware of feelings in the group;

- Avoid getting carried along with enthusiasm thus leaving the bulk of staff behind.

12) "Resistance will be reduced if the project is kept open to revision and reconsideration of experience indicates that changes would be desirable."

- Organise and monitor systematic, controlled pilot work;

- Regularly evaluate experience and revise practice;

- Let it be known that a collaborative problem solving approach underpins the development;

- Rely on the power of rational argument to gain support rather than 'the good idea' of an enthusiast.

BIBLIOGRAPHY

ADELMAN, C., JENKINS, D. and KEMMIS, S., Rethinking Case Study, in Simon, H. (Ed) Toward a Science of the Singular, 1980

ARY, D., JACOBS, L.C. and RAZAVIEH, A., Introduction to Research in Education, Holt, Rinehart & Winston Inc, New York, 1972

BARZUN, J. and GRAFF, H., The Modern Researcher, Harcourt, Brace & Jovanovich, 3rd Edition, New York, 1977

BASSEY, M., Pedagogic Research: On the Relative Merits of Search for Generalisation and the Study of Single Events, Oxford Review of Education, Vol 7, No 1, 1981

BEARD, R.M., BLIGH, D.A. and & HARDING, A.G., Research Into Teaching Methods in Higher Education, 4th Edition, Society for Research Into Higher Education, Surrey, 1978

BLACK, H.D. and DOCKRELL, W.B., Diagnostic Assessment in Secondary Schools, Edinburgh, 1981

BURGESS, T. and ADAMS, E., Outcomes of Education, Macmillan Educational, London, 1980

BUTCHER, H.J. (Ed) Educational Research in Britain, Vol 1, University of London Press, London, 1968

COHEN, L. and MANION, L., Research Methods in Education, Croom Helm, London, 1980

CRONBACH, L.J., Educational Psychology, 2nd Edition, Harcourt Brace, New York, 1962

CROWTHER REPORT 15-18, HMSO, London, 1959

D.E.S., Records of Achievement: A Statement of Policy, HMSO, 1984

D.E.S., Curriculum 11-16, HMSO, London, 1977

D.E.S., School Curriculum, HMSO, 1981

EGGLESTON, J., The Characteristics of Educational Research: Mapping the Domain, British Educational Research Journal 5, 1979

ENTWISTLE, N., Open University Course E341, The Nature of Education Research, Block 1

GOACHER, B., Recording Achievement at 16+, Schools Council, Longmans, York, 1983

GOWIN, D.R., Is Education Research Distinctive?, in Thomas, L.G. (Ed) Philosophical Redirection of Educational Research, University of Chicago Press, Illinois, 1972

HEMMINGS, J., The Betrayal of Youth, Marion Boyars, London, 1980

HOLT, J., The Underachieving School, Penguin, London, 1970

HOUGHTON, W.E., The Role and Function of Educational Research II, Educational Research, 9, 1966

KRATHWHOL ET AL, Taxonomy of Educational Objectives II, Longmans, London, 1964

LANGEVELD, M.J., Quoted in Taylor, P.H., The Role and Function of Educational Research III, Educational Research, 9, 1966

MACDONALD, B., Evaluation and the Control of Education, in Tawney, D. (Ed) Curriculum Evaluation Today, Trends and Implications, SCRS, Macmillan, London, 1976

MACKENZIE, R.F., High Priests and Icons: Examinations vs Knowledge, The Head (1.7.82)

MANSELL, J., Profiles, FEU, 1982

MATTHEWS, J.C., The Assessment of Attitudes, in Mackintosh, H.G., Techniques and Problems of Assessment, Arnolds, London, 1974

McGOVERN, P.J., Teacher Attitudes to Pupil Profiling, Thesis, University of Bath, 1985

NISBET, J.D. and ENTWISTLE, N.J. Education Research Methods, Hodder & Stoughton, London, 1970

NISBET, J.D. and ENTWISTLE, N.J., The Psychologists' Contribution to Educational Research, in Taylor, W. (Ed) Research Perspectives in Education, Routledge, Keegan & Paul, London, 1973

NISBET, J.D., Education Research: The State of the Art, in Dockrell, W.B. & Hamilton, D. (Eds) Rethinking Educational Research, Hodder & Stoughton, Kent, 1980

NISBET, J.D. & WATT, C., Case Studies, Nottingham University Press, 1982

PARLETT, M. and HAMILTON, D., Evaluation as Illumination: A New Approach to the Study of Innovative Programs, CRES, University of Edinburgh, 1978

PEARCE, B., Profiling - Process or Product?, CCDU, University of Leeds

PETERS, R.S. and WHITE, J.P., The Philosophers Contribution to Educational Research, in Taylor, W. (Ed) Research Perspectives in Education, Routledge, Keegan & Paul, London, 1973

ROWNTREE, D., Assessing Students - How Shall We Know Them?, Harper & Rowe, London, 1977

SIMON, B., Educational Research: Which Way?, British Educational Journal, Vol 4, No 1, 1978

SIMONS, H. (Ed) Towards a Science of the Singular, CARE, UEA, 1980

SMITH, L.M., Some Implications for a Theory of Case Study, in Dockrell, W.B. & Hamilton, D., Rethinking Educational Research, Hodder & Stoughton, London, 1980

STAKE, R., The Case Study Method in Social Inquiry, in Simons, H. (Ed) Towards a of Science of the Singular, CARE, UEA, 1980

STANSBURY, D., Improving Secondary Education Through Records of Experience, Springline Educational Trust Ltd, Devon, 1986

STENHOUSE, L., Case Study and Case Records: Towards a Contemporary History of Education, British Educational Research Journal 4, No 2, 1978

STENHOUSE, L., What Counts as Research?, British Journal of Educational Studies, Vol 29, No 2, 1981

STONES, E., Psychopedagogy, Methuen, London, 1979

TAYLOR, P.H., The Role and Function of Educational Research III, Educational Research 9, 1966

THOULESS, R.H., Map of Educational Research, NFER, Slough, 1969

TRAVERS, R.M.W., An Introduction to Educational Research, Macmillan Co Inc, 4th Ed, New York, 1978

WALKER, R., The Conduct of Educational Case Studies: Ethics, Theory and Procedures, in Dockrell, W.B. & Hamilton, D. (Eds) Rethinking Educational Research, Hodder & Stoughton, Kent, 1980

WATSON, F., What is Education Research? Quoted in Kerma, G.K. & Beard, P., Gower, Hants, 1981

WATSON, G., Resistance to Change, in The Planning of Change, Bennis, W.G., Benne, K.D. & Chin, R. (Eds) Holt, Rhinehart & Winston, London, 1970